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AUTHOR Katz, Lilian G.

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ABSTRACT

This monograph explores issues around the position of child development knowledge in early childhood education. Part 1 of the monograph raises questions regarding the role of such knowledge in teaching young children and its place in teacher education. This section considers the definition of "development," the type of child development knowledge that should be learned, the potential for professional agreement of a body of child development knowledge and principles that must be mastered by students, and reasons why the role of child development knowledge in pedagogy has become a contentious issue. Part 2 outlines how understanding the nature of child development can be used to generate basic principles of practice for early childhood education that satisfy developmental criteria. This section proposes 19 principles of early childhood practices that have implications for planning curricula and programs for young children. Included in this monograph are selected ERIC annotated bibliographies on early childhood teacher education and developmentally appropriate practices in early childhood education. (Contains approximately 25 references.) (Author)

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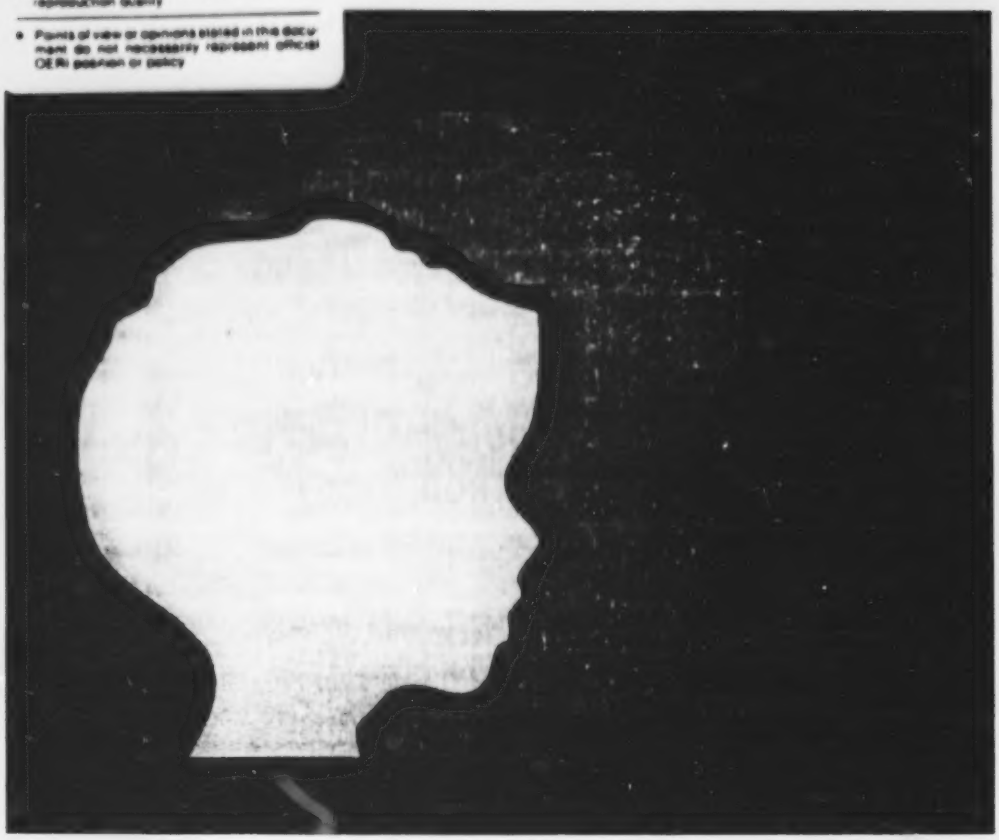

Child Development Knowledge and Teachers of Young Children

Lilian G. Katz

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign

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University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
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Preface

Lilian G. Katz, Ph.D.

The two parts of this monograph explore issues surrounding the place of child development knowledge in early childhood education. In particular, Part I raises questions concerning the role of such knowledge in the teaching of young children and its place in teacher education. This part takes up the following questions: What does the term "development" mean? What child development knowledge should be learned? Can we agree on a body of child development knowledge and principles that must be mastered by students? Why has the role of child development knowledge in pedagogy become a contentious issue? The implications of possible answers to these questions are also discussed.

Part II presents a brief outline of how understandings of the nature of child development can be used to generate basic principles of practice for early childhood education that satisfy developmental criteria. Nineteen principles of early childhood practice are proposed that, taken together, have many implications for planning curricula and programs for young children.

Selected ERIC bibliographies on early childhood teacher education and developmentally appropriate practices in early childhood education are included in this publication for the convenience of the reader.

An earlier version of Part I of this paper was published in *Early Childhood Research Quarterly* (volume 11, number 2, 1996).

Part I: Child Development Knowledge and Teachers of Young Children

The purpose of this publication is to explore some of the widely held assumptions concerning the role of child development knowledge in teaching young children. These assumptions first came into question in the process of preparing a commentary on four essays written by early childhood practitioners in response to the question "What is needed to move beyond an initial level of competence as an early childhood teacher?" (Katz, 1994).

The four essayists nominated a variety of competencies that most likely apply to teachers of children of all ages and not solely to teachers of preschoolers. Examples of some of the competencies nominated included that "teachers should have clear goals," and "should be life-long learners," and others that are pertinent to teachers of all age groups. However, one competence recommended without apparent hesitation by all four essayists—and not likely to be suggested for teachers at other levels—is "the possession of a thorough knowledge of child development."

Similarly, the assumption that child development knowledge is essential for early childhood teachers emerged in a survey conducted in England (Early Childhood Education Research Project, 1994). The majority of head teachers (principals) representing every type of early childhood setting ranked "Knowledge of Child Development" as the single most influential contributor to the professional development of practitioners who work with children under 8 years of age. The teachers surveyed ranked "Knowledge of School Subjects" relatively low as a factor contributing to the competence of early childhood practitioners. Even the heads of schools for statutory [compulsory] age children rated "Knowledge of School Subjects" lower in importance to teaching competence than knowledge of child development.

In combination, the four essays by early childhood practitioners in the United States, and the results of the Early Childhood Education Research Project in England, provoked a discussion with a close colleague concerning precisely how knowledge of child development might influence teaching practices. We began by speculating about how knowledge of the nature of physical development—to say nothing of knowledge of social development—might or should influence the pedagogical and curriculum decisions of teachers of young children.

Our first assumption was that on the basis of knowledge of physical development a teacher would assume that 4-year-olds are "by nature" physically

active and therefore cannot remain still for very long; we agreed that this principle of physical development should be taken into account in planning curriculum and designing pedagogy.

On further reflection, however, we realized that this developmental principle may have limited generalizability. In many countries, young children—even toddlers—sit still for what seem to U.S. observers to be very long periods of time. I recall my own initial amazement when first observing large groups of preschoolers in the People's Republic of China sitting for long periods watching quietly as their classmates performed songs and dances. We then acknowledged that young children in our own country are capable of being still for extended time periods as, for example, during the lamentably long periods they sit in front of television sets. These examples, of course, should not be taken to imply that young children necessarily like to sit still for very long periods or that such experiences enhance their physical, social, or intellectual development. Nonetheless, this discussion and reflection led me to question the tacit assumptions implied by the four essayists and our English colleagues, namely, that mastery of child development knowledge and principles can contribute significantly and positively to competence in teaching and curriculum planning for young children.

These discussions in turn lead me to question what is meant by the term *development* in general, and *child development* in particular, and whether it is reasonable to assume that there is an agreed-upon body of child development knowledge and principles for teachers to use as a basis for decisions about appropriate curriculum and pedagogical practices. As a result of the reflections that resulted from the discussions, I no longer possess the certainty I once had concerning the reliability of child development knowledge and hence its value to teachers of young children. The discussion that follows outlines my struggle with the "conceptual itch" that arose from the questions referred to above.

What Is Meant by the Term Child Development?

As a noun, *development* refers to the end of a process of bringing something from latency to fulfillment (*American Heritage Dictionary*, 1993). As a verb, it means to "cause to become more complex or intricate; to cause gradually to acquire specific roles, functions, or forms, to grow by degrees into a more advanced or mature state." In biology, the term means "to progress from earlier to later stages of a life cycle; to progress from earlier to later or from simpler to more complex states of evolution" (*American Heritage Dictionary*, 1993). Miller (1983) asserted that

> What is critical about developmental theory is that it focuses on change over time. Although developmental theories have nondevelopmental theoretical concepts such as id, mental representation, attention, and drive, they diverge from nondevelopmental theories by emphasizing changes over time in these concepts. (p. 5)

These definitions suggest that when we use the term child development we are invoking a set of concepts, principles, and facts that explain, describe, and account for whatever is involved in the processes of change from immature to mature status and functioning. (For example, in a discussion of language development, we would explain, describe, and account for the processes involved in the change from babble and baby talk to mature linguistic competence in use of the mother tongue.) In other words, we are referring to a particular kind of change: change for the better rather than for the worse! Furthermore, the changes implied by the term development are dynamic rather than linear and incremental. Change in height, for example, is linear and incremental. Similarly, change in weight is linear—incremental or decremental. Changes in behavior, however, are dynamic in that they cause reactions within the organism and between it and its environment that create changes in behavior that, in turn, cause reactions—often in ways that are difficult to anticipate, predict, or control. The changes addressed in the study of development, however, whether healthy or unhealthy, are generally assumed to be irreversible or removable in a linear fashion. Once a child has learned to walk and does so with ease, a return to only crawling would be taken as a signal of serious problems in development. Similarly, reverting to constant baby talk at age 5 or 6 would be cause for concern.

Note also that we offer courses titled "child development," not "child change." The main distinction between development and change, however, is that when we study and discuss child development we are by definition—even if only implicitly—concerned about an "end state" or an ultimate mature or final state of some kind. Furthermore, we are concerned about how early experience contributes to later functioning and that ultimate end state. We might say, for example, that under certain kinds of adverse conditions a child will grow up to be an immature adult; such a prediction would imply a conception of a healthy and desirable mature end state. There is no way to characterize an adult as immature without a conception—even if an unconscious one—of mature adulthood (just as there is no way to characterize children as having special needs without a conception of children without special needs). That is to say that a potential major value of child development knowledge is that it implies, indicates, and predicts the effects of early experiences on the ultimate mature status and functioning of the organism.

In a certain sense then, all child rearing and all socialization of the young—of which education is a subcategory—are future oriented. Even a culture that teaches its children to worship their ancestors does so in anticipation of its children's future behavior and beliefs. Such cultures make implicit and explicit assumptions about the relationships between experiences provided for its young and the long-term effects of those experiences. Surely adults in all cultures, no doubt in diverse ways, strive to behave so as to ensure that their young children will believe basically what they themselves believe and will, when fully grown, have the general feelings of well-being and patterns of behavior they have themselves (LeVine, 1988). In this sense, assumptions are always being made by parents as well as educators about which experiences, beliefs, and feelings are essential during childhood so as to guarantee

the ultimate well-being of grown-up children. These assumptions are implicitly or explicitly related to assumptions about which ultimate competencies are necessary in the communities in which the future adults are expected to be able to participate and contribute.

A generation ago when I first entered this field—then called nursery education—my colleagues and I generally identified our pedagogical philosophy and developmental theory as *psychodynamic*. At the time, we were very much influenced by the neo-Freudians and their emphasis on the needs of young children to resolve the inevitable conflicts of childhood. I believe, in retrospect, that we were also particularly keen to contrast our view of the nature of development with Skinner and his colleagues. Their behaviorist theory is, after all, a theory of learning and not a theory of development. Furthermore, the behaviorists did not address internal states such as children's feelings or inner conflicts.

The psychodynamic view, at least at that time, was one that assumed that some child rearing and educational practices were more or less likely to produce certain kinds of mature personality and intellectual dispositions and competencies. On the fringe of this view was the now forgotten A. S. Neill who introduced his ideas by which he ran his school "Summerhill" as follows:

> What is the province of psychology? I suggest the word *curing*. . . . The only curing that should be practiced is the curing of unhappiness. . . . The difficult child is the child who is unhappy. He is at war with himself; and in consequence, he is at war with the world. (Neill, 1960, p. xxiii)

Research and study of the child development knowledge base were then intended to provide us with a basis for assessing and predicting the potential merits and risks of typical nursery teaching practices. In the 1950s, 1960s, and well into the 1970s, we discussed our mission in terms of children's needs. Indeed, whole books were written about children's needs (see for example Pringle, 1975). Read (1950) referred to children's needs throughout her classic book *The Nursery School*. She introduces assumptions about satisfying early needs and its consequences for mature functioning this way:

> The way our needs were met during [the early] period of dependency is still affecting what we do. If we lived with people on whom it was good to be dependent because of the warmth and abundance of their giving, if we were fed when we felt hungry, played with and loved when we wanted attention, we were *satisfied* during this period of dependency . . . we are now neither fighting against being dependent nor seeking reassurance by demanding more protection than we need. (p. 10)

However, conceptions of needs always imply risks or undesirable conditions that will befall the needy if the needs are not met. As Dearden (1972) explained, a criterion of need is an assumption about a state of affairs conceived of as absent, such as people without food, children without love, and so forth. However,

> the absence of a state of affairs does not create a need unless this absence *ought not* to exist, for example, because then a rule would not be complied with, or a standard would not be attained, or a goal would not be achieved. In short, 'need' is a normative concept. . . . (p. 52)

Assertions about needs are based on explicit and implicit assumptions about the nature of development and/or about human nature itself (e.g., young children need to be read to, without which they will be unready for school). In the 1950s, for example, we assumed young children needed opportunities to "let off steam," without which they would suffer painful frustration. Child development research based on social learning theory cast grave doubts on that assumption however (Bandura & Walters, 1963). Although it is clear that humans need air, food, and water, without which they will perish, the "needs" paradigm raises questions about which needs are learned, how they are learned, and how culturally embedded the learned needs may be.

Conceptions of the ultimate end states of development, and assumptions about the processes involved in reaching them, have undergone substantial revision and re-examination in the last several years. Damon (1989) pointed out that

> child development has been exposed to many jarring alternatives over the past twenty years. Anthropologists have challenged developmental universals and made us increasingly aware of cultural diversity . . . our old view was incomplete and perhaps therefore distorted. . . . A new perspective can have a jarring effect on existing sensibilities, particularly when the new perspective carries with it alternative assumptions about the nature of things. This can be as unsettling as it is intellectually delightful. (p. 2)

I suspect now that much of the contentiousness in recent discussions of developmentally appropriate practice is related to unacknowledged differences among us in (a) our conceptions of the ultimate goals of development, and (b) our assumptions about how they are best achieved for children growing up in significantly different present environments, and who are expected to be competent in unknowable future environments.

If, however, the main problem among early childhood educators was simply our different conceptions of the ultimate goals of development, the links between child development knowledge and teacher preparation could be argued simply on the basis of diverse cultural expectations and preferences, rather than on whether this particular branch of knowledge is an appropriate basis for making decisions about curriculum and teaching methods.

Unfortunately, the irksome "conceptual itch" that arises from acknowledgment of cultural diversity cannot be so easily resolved. The itch's resistance to treatment stems—at least in large part—from the fact that the body of knowledge and principles governing the presumed relationships between early experience and mature development that many of us have long taken for granted is based on evidence gathered

largely from a relatively limited sample of human experience. Consequently, this body of knowledge of child development no longer seems sufficiently generalizable to serve as a basis for curricular and pedagogical decisions.

Holloway (1991) addressed this issue in a study of caregivers' cognitions and children's behavior in child care environments. Holloway cited the rich body of research on the contrasting effects of authoritarian and authoritative parenting styles based on Baumrind's (1973) now classical constructs. Holloway pointed out that whereas the authoritarian parenting (and teaching) style—in contrast to an authoritative one—may be associated with coldness and anger in upper-middle-class white families, "the more authoritarian social norms of the black parents may have reflected the actual conditions necessary for optimal development, and hence may have been experienced by the child as supportive and reassuring" (p. 9). Furthermore, differentiated long-term effects for diverse ethnic groups of these two parenting (and teaching) styles on school performance and other developmental milestones through which adolescents pass have been suggested by subsequent research on the development of children of diverse ethnic groups in California (see Chao, 1994; Lamborn, Mounts, Steinberg, Darling, & Dornbusch, 1994).

The finding that parenting and teaching styles have differential effects on different populations is not unsettling in and of itself. What is unsettling is the challenge this finding presents to the traditional developmental assumptions, namely that whereas the behavior patterns resulting from the differential styles may be effective during early childhood, the well-being and behavior of the fully developed adult may not be predictable therefrom. Traditional notions of development might suggest, for example, that authoritarian parenting is effective as long as authority figures are present to enforce compliance, because authoritarian parenting may result in an absence of internalized impulse control that is manifested when the authoritarian adults are not present. How can we tell if this is really so? Is such an assumption based on a kind of zero-sum conception of development—namely, that if the organism is shaped to fit one type of girdle, its bulges will protrude one way, and if shaped differently, the organism's bulges will stick out somewhere else? The assumption here is that we all have the same bulk, and only the girdle varies; that is, we all have to deal with the same developmental tasks, and cultures vary only in how they are dealt with. Is not this assumption based on the notion that all human organisms have the same or very similar impulses and needs that must be shaped or contained one way or another, and that how child rearers shape them has predictable long-term consequences? For example, all human infants have to achieve impulse control during the first five or so years of life; what may vary from one culture to another is how that control is achieved, and those variations have no significant long-term effects on the mature state, the ultimate goal of development.

Edwards (1994) offered several examples that shake our customary assumptions about the relationships between early experience and later development. She described the experience of toddlers in the Zinacanteco community in which an all-giving mother of a toddler abruptly turns all her attention to a new baby, leaving the toddler hovering

in the mother's vicinity appearing "listless and dejected" (p. 3). Yet, after a period of adjustment, the toddler seems to rebound quite well.

Traditional developmental theory would suggest that such an apparently traumatic change in the toddler's relationship with the mother would have long-term psychological consequences that would be manifested in adult personality traits. However, given Edwards' observations, can we remain certain that such a cause-effect relationship exists? And, how would we know? A more important question, perhaps, is whether an answer to that question really matters to the practice of early childhood teachers. How can we decide whether or not it matters?

Edwards (1994) also described a culture in which the practice of restricting a child's food intake, as U.S. mothers frequently do, would seem "terrible, unthinkable, the next thing to child abuse" (p. 7) to a mother in a very different culture and environment. In both of Edwards' examples, it seems that the meaning the child attributes to the mother's behavior is the critical factor in determining the effect particular experiences will have on the child's development. Given such differences in the meanings children attribute to their parents' behaviors, and given that meanings are always a function of the total context in which experience occurs, what is left to know about child development?

It seems reasonable to assume that all children attribute meaning to their experiences. Are some "meanings" more likely than others to result in healthy psychosocial development? Is it reasonable to assume that there is such a thing as healthy psychosocial development? Can we agree on its characteristics? Even if we could agree on the ultimate goal or outcome of development and the processes by which they are most likely achieved, questions remain concerning how they might be related to teaching practices in early childhood education.

Application of Child Development Knowledge

We often cite the importance of preparing children to participate in a democratic society as an important criterion for designing curriculum and pedagogical practices. Indeed, preparation for democracy may be one of the very few goals educators can still agree on. Broudy (1977) defined commitment to the democratic process as a "fundamental unifying principle of Americans" (p. 76), stating that "consensus for this principle is based not only on rational grounds, it is part of the common moral intuition. It may be called our fundamental moral reflex" (p. 76). However, if we do not know enough about the relationships between early experience and the ultimate competencies necessary for effective participation in democratic processes, how can we design appropriate educational practices?

Let us ponder, for example, the traditional claim of early childhood thinkers, such as Maria Montessori, that it is developmentally appropriate to teach young children a strong sense of universal brotherhood. Some claim that children are born free of prejudice or bias with respect to those who are different from them. These claims

seem to make common sense, even if they are difficult to ascertain. A case could be made, however, at least in theory, that it is developmentally appropriate for young children to view the practices and habits of their own family, group, or village as the best ones, the only way, or at least, better than those of others. I suggest that cultural relativity may be developmentally inappropriate or even impossible in the early years. Furthermore, a case can be made for young children's development being well served by cultural certainty (versus relativity) if that implies a clear sense of what is normal and therefore not normal, of what is "our way," and therefore "not our way," of what is good and bad, right and wrong, during the early years when their characters are still in formation. Could a developmental perspective be taken to suggest that the real long-term developmental task is to *outgrow* these immature judgments of what is normal, abnormal, good, right, or best? Genuine acceptance of, belief in, and commitment to universal brotherhood and equality surely require a long maturing process and are unlikely to simply be inborn.

These questions raise further questions. Who is responsible for defining the desired outcomes of development? Can we come to a reasonable consensus on desirable outcomes with enough detail to be meaningful? What assumptions can we make about the processes and procedures by which to reach the ultimate goals of development given the diversity of cultural contexts and backgrounds we must be knowledgeable of and sensitive to? Clearly, conceptions of the desirable ultimate goals of development are bound by culture. But what do we mean by culture in this context? Everyone participates in a culture; in our country, it is likely that most of us participate in several cultures and subcultures simultaneously. Conceptions of what is normal at any stage of development as well as at end states probably vary widely within as well as between cultures. Similarly, conceptions of what is normal versus merely within acceptable limits of behavior, and of what is superior rather than inferior human development, also vary within and between cultures.

Furthermore, conceptions of the ultimate goals of development very likely undergo constant change, and they have always done so. It is unlikely that the cultural contexts in which our present students of early childhood teacher education are likely to work will remain static throughout their entire careers. Furthermore, children are unlikely to have the very same beliefs and feelings or to attribute the same meanings as their parents to important aspects of their lives.

Perhaps the processes by which development is achieved are so complex that they are very largely unknowable. Perhaps a developmental process may be effective in Context A but not in another, and, similarly, a process may be ineffective or even negative in Context B but not in Context C. While it may be fairly easy for us to accept the proposition that conceptions of the desired ends of development are culture bound, it is more difficult to acknowledge and accept the proposition that the concept of development itself is a product of culture and that all concepts are cultural products, including the concept of culture itself! However, if we pursue this line of reasoning, we quickly reach a state of infinite regress and of reasoning backward to a point where we can easily become conceptually paralyzed and incapacitated.

It seems reasonable as well as practical to assume that the processes involved in development are not random; in which case, they must be in some sense systematic, even if the system is so complex that it is not—at least as yet—sufficiently knowable. Holding on to this belief is certainly reassuring. I have long assumed I understood enough about the system to be able to present some knowledge and principles of development to my early childhood education students. The current debate about developmentally appropriate practice (DAP) has alerted me to possible weaknesses in that understanding. However, the debate over DAP has not only failed to provide a better explanation of the changes described by development and how early experience determines later functioning, it has caused me also to wonder whether such a theory and set of principles of development and DAP are even possible!

What Child Development Knowledge Should Be Learned?

The "analysis paralysis" that may result from this line of reasoning is not likely to be helpful for teachers, even if it makes good material for scholarly exchange! Suppose, therefore, that we decide to postpone these doubts—just for the moment—and assume that a body of knowledge of child development is available. Can we agree on what of that body of knowledge teachers of young children should learn? If we were required to plan a common course on child development, would we agree on what should be included? How much of Piaget, neo-Piaget, or post-neo-Piaget, constructivism, and so forth, should be covered? Which concepts from psychoanalytic developmental theory, Erikson's theory, social learning, and social constructivist theory should be mastered?

During the last decade, the term "constructivism" has been increasingly invoked as a basis for thinking about appropriate early childhood practices. However, just whose version of constructivist theory is to be applied remains to be seen (see Fosnot, 1996). Smagorinsky (1995) pointed out that the concept of the zone of proximal development "has been interpreted in three completely different ways; additionally, it has been invoked to account for the success of theoretically incompatible pedagogical approaches, such as a whole-language approach that minimizes teacher direction and reciprocal teaching" (p. 193) in which the teacher maintains constant direction of the participants' interactions.

How should we deal with the fact that much of our available child development knowledge stresses individual trajectories from immaturity to maturity and seems to overlook—or at least underappreciate—group dynamics and group processes? How should we take into account the fact that no individual can realize even part of his or her potential without a baseline of group interactive competencies that include adherence to some minimum group and cultural norms? Furthermore, for increasing proportions of our children, even some optimal level of realization of their potential will require interactive competencies to enable them to function simultaneously in several cultures, each of which has its own group norms, and some of which may be incompatible with others.

To what extent would we agree on answers to these questions, and what would be the basis of any agreement reached? Could we agree on what knowledge is essential rather than just desirable? If it is difficult to draw reliable implications from knowledge of children's physical development, how much more complex would it be to develop a consensus on the essentials of social, emotional, and intellectual development? Could we even concur on how the agreed-on knowledge and principles of child development can and should influence practice? Is some child development knowledge more useful and more relevant to practice than some other knowledge?

There is some research, for example, to suggest that U.S. children understand calendar concepts very poorly until about the age of 6 (Zhang, 1993) even though they have been subjected to discussions of the calendar daily, in many cases for as long as two years! Does this bit of child development knowledge imply that the standard calendar ritual in preschool and kindergarten classes be abandoned completely? In our child development and teaching methods courses, should we insist that our students eschew the calendar ritual? Or that they teach it only to those children who are tested as "ready" for it?

If we are behaviorists, we might assert that what is required are better instructional methods and suitable reinforcement strategies. However, suppose we were committed to a social constructivist view of teaching and learning—should we teach our education students to co-construct calendar concepts with the children or let children "discover" these concepts for themselves? Inasmuch as all children eventually grasp calendar concepts correctly—perhaps in spite of premature rehearsal of them in preschool and kindergarten—does this decision-making process even matter? I, for one, am still prepared to assert that there are many activities more worthy of young children's time and energy than the calendar ritual. But this position raises the question of who is to decide what knowledge is worthwhile for preschoolers and kindergartners? And on what bases can or should the worthiness of knowledge be determined?

Where Do We Go from Here?

This query, of course, is the ultimate question for early childhood educators. For many years, I have suggested to my students, most of whom are practicing teachers, that it is a good idea for practitioners to strive for an optimal balance between sufficient skepticism to be able to continue to learn and sufficient conviction to be able to act with confidence (Katz, 1995). In a certain sense, to teach is to act—even if the "act" is sometimes to withhold action in a given context. It seems reasonable to assume that effective teaching requires us to act with optimal (rather than maximal or minimal) certainty in the rightness of our actions; that is, to act with optimal intentionality, clarity, and decisiveness. Such actions require us to make assumptions—even in the absence of robust evidence—about how early experiences influence children's long-term development. It seems a reasonable hypothesis that teachers with less than optimal confidence in the appropriateness of their own actions give many children mixed signals about what is expected of them and what behavior will be accepted or rejected by them.

If this hypothesis is valid, the issue of teachers' confidence in their own curriculum and pedagogical decisions is a serious one, and has significant practical implications.

Thus, in sum, I am confronted by a dilemma. By definition, a dilemma is a predicament in which each of two alternative courses of action—one of which must be taken—are equally desirable or undesirable, and in which taking one of the courses of action undermines the potential benefits and values that might be derived if the other "horn" of the dilemma had been chosen. The quandary is that I am not yet clear about the nature of the two horns of my dilemma. On the one hand, I continue to believe that in order to be effective, practitioners must have optimal confidence in their own actions and the underlying assumptions on which they are based. On the other hand, if that base is not provided by the knowledge and principles of child development, then what other bases could be used?

The main question seems to me to be the extent to which our current child development knowledge is reliable and generalizable enough to serve as a basis for predicting the course of development of all the children we serve. Without reliability and generalizability, the issue of the role of child development knowledge in teacher preparation and competence is a moot one. Our deliberations on this question can have profound implications for a field that has very largely built its professional identity on the curricular and pedagogical applications of child development knowledge.

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Part II: A Developmental Approach to Early Childhood Education

The aim of this section is to present a brief outline of how understandings of the nature of child development can be used to generate basic principles of practice for early childhood education that satisfy developmental criteria.

There are many possible criteria by which to judge the appropriateness of a curriculum and pedagogical practices for a group of young children. Several criteria might be derived from the consideration of psychological principles derived from social learning theory, behaviorist theory, constructivism, and so forth. Another criterion might be what we generally call culture, particularly the norms and values of the culture into which children are born, and the culture—or we might say cultures—in which they are expected to participate when they are grown.

Other possible criteria might be related to the political, religious, and spiritual tenets of those the program is to serve, as well as of those who provide it. A more specific criterion, probably a subcategory of the psychological criterion and one often cited by teachers, is the extent to which the children are "happy" engaging in the activities provided in the program.

It should be noted that what may be judged appropriate by one of the criteria mentioned above may not be so judged by another. For example, it may be judged culturally appropriate to expose young children to their heritage so that they appreciate and feel pride when significant adults make allusions to ancestors, historical events, and heroes. But by developmental criteria, these phenomena may be too remote and abstract to contribute to meaningful understanding of people and past events by young children. Indeed, it may be helpful to distinguish between helping children acquire knowledge of their heritage versus deepening their knowledge and appreciation of their culture. The latter helps them with their own first-hand experience; the former helps them identify with and acquire knowledge and appreciation of the events, ideas, and persons of their culture's past, that is, of their heritage.

One example of the criteria of appropriateness in conflict was reported by a kindergarten teacher working with children on a project about the post office, in the course of which she suggested the class could write a letter to someone. When she asked the children to nominate someone to write to, one child suggested George Washington, whose birthday had recently been observed. When she explained that this was not possible because he was no longer alive, the child responded indignantly

saying, "You mean we had a birthday party for him and he's dead?" Thus, while it may be culturally appropriate to introduce young American children to legends about George Washington, the topic may be inappropriate according to developmental criteria. Most teachers can report similar experiences of young children's literal constructions of the legends of their cultural heritage, and of the confusions to which these literal constructions contribute.

A developmental approach to curriculum and teaching methods is one that takes into account knowledge of human development and principles derived therefrom (no doubt embedded also in the culture that produced them) as they apply to decisions about curriculum content, teaching methods, and the developmental progression of learners. For providers of programs for young children, whether for a short or long day, major criteria for assessing the appropriateness of curriculum and pedagogical practices are based on what is assumed and what is known about the nature of development and the relationship between early experience and mature functioning.

Defining the Developmental Approach to Early Childhood Education

Several terms require elaboration to fully understand the basic principles of practice for which they are a foundation.

Curriculum

A curriculum can be broadly defined as a plan for learning. For any age group, the curriculum is based explicitly and implicitly on assumptions about (a) *what* is worth learning, (b) *how* it is best learned, and (c) *when* it is best learned.

The question of what is worth learning addresses the broad aims, general goals, and specific objectives that the curriculum is designed to support. How something is best learned depends both on its nature and on the many characteristics of learners, including the point in the course of the learners' development and accumulated experience that the learning is to take place.

A *developmental approach to curriculum and teaching practices* is one that addresses those aspects of learning that change with the age and experience of the learner. A *developmentally appropriate curriculum* is one that is designed on the assumption that what children should learn, and the means by which they are most likely to learn it, change with their age and with the experience that accrues with age. In other words, in a developmental approach to curriculum design and teaching methods, answers to questions about what should be learned and how it would best be learned depend on what we know of the learner's developmental status. A developmental approach also depends on our understanding of the relationships between early experience and subsequent development and functioning.

As already suggested, developmental criteria must be considered in the context of a variety of other criteria by which the appropriateness of a curriculum can be

assessed. The nature of development is only one possible criterion by which to judge the appropriateness of a curriculum or of teaching methods.

For example, when we apply psychological rather than developmental criteria, we can see that some curricula and teaching practices are always appropriate, regardless of the age and experience of the learner (e.g., to be respectful of the child and of his or her family or background). Similarly, some practices are never appropriate, no matter what the age of the learner (e.g., the use of time-out procedures for punishment). Since these criteria do not change with age, they are psychological and ethical, or perhaps moral and philosophical, rather than primarily developmental considerations.

Normative and Dynamic Development

A developmental approach takes into account two equally important dimensions of development: the normative and the dynamic dimensions.

Normative development. The normative dimension of development addresses the characteristics and capabilities of children that are typical or normal for their age group (e.g., the typical size of vocabulary of 4-year-olds, the average age of first walking, the understanding of numerical concepts).

Age norms provide useful starting points for curriculum planning. Knowledge of age-typical interests and abilities can provide a basis for preliminary planning of a program of activities and the selection of equipment and materials. For example, the norms of development provide a basis for assuming that most (but not all) 2-year-olds need daytime naps, most 4-year-olds understand calendar concepts very poorly, or that, typically, most 5-year-olds can begin to write their own names.

Age norms are also useful for alerting teachers to individual children whose patterns of development depart noticeably from those of their age group and who warrant the kind of close observation necessary to ascertain whether special curriculum and teaching strategies are required.

Dynamic development. The dynamic dimension of development deals with an individual child's progress from immaturity to maturity. Individual children change over time along this dimension. Their development reflects the long-term effects of early experience rather than the normality or typicality of behavior and abilities of a particular age group. This dimension has three aspects: sequence, delayed effects, and cumulative effects.

> *Sequence* refers to the order or stages of development through which an individual passes (e.g., from babbling to talking in achieving mastery of first language). Curriculum and teaching practices related to sequence consider what learning and developmental tasks have to be completed before the next learning is most likely to occur. For example, it is reasonable to assume that starting to learn a second language is most likely to be beneficial following mastery of one's first language.

Delayed effects refer to the potential positive and negative effects of early experience that are not manifested at the time of occurrence but that influence later functioning (e.g., early infant-caregiver attachment may influence later parenting competence, a hypothesis that has been contentiously discussed among developmental psychologists for many years). This aspect of the dynamic dimension of development takes up issues concerning practices that are effective in the short term but may have delayed or "sleeper" effects that are deleterious in the long term (e.g., rewards and punishments or insecure early attachment of infants to caregivers). Similarly, some practices that may not seem important to development during the early years may have positive delayed effects later. Whether positive or negative, delayed effects are those effects that are not manifested until later in the course of development.

Cumulative effects refer to experiences that may have no observable effects (either positive or negative) if they occur occasionally or rarely but that may have powerful effects if they occur frequently (e.g., the cumulative positive effects of frequent block play or cumulative negative effects of frequent—even if mild—criticism).

Learning Goals

All curriculum planners must take into account four categories of learning goals: (a) knowledge, (b) skills, (c) dispositions, and (d) feelings. These are briefly defined as follows:

Knowledge includes facts, information, understandings, constructions, concepts, stories, songs, legends, and the like.

Skills are defined here as relatively small units of action that can be easily observed and inferred from behavior, including physical, social, and verbal skills of various levels of specificity.

Dispositions are habits of mind—not mindless habits—with motivational and affective qualities that stimulate the manifestation of relevant behavior, such as curiosity, cooperativeness, or quarrelsomeness (see Katz, 1995, for a fuller discussion of the problems of defining dispositions).

Feelings are internal emotional states associated with most contexts and interactions (Katz, 1995).

I have listed knowledge and skills as the first and second of the four learning goals because educational programs (short or long day) and educational institutions are uniquely charged by their communities with planning ways to help children acquire worthwhile knowledge and skills. Of course, both knowledge and skills are also learned in many other contexts outside of educational or early childhood settings. Nevertheless, preschools and schools have the responsibility for helping the young to acquire knowledge and skills they judge essential for effective participation in the community.

The nature of knowledge has occupied professional epistemologists for hundreds of years and remains difficult to define. I note with some apprehension that current literature on constructivism claims that *children construct their own knowledge* (e.g., Kamii & Ewing, 1996) when the real challenge to adults is helping children with their misconstructions! In some sense, it seems reasonable to assume that all of us assimilate and accommodate "knowledge" in our own minds—that is, we make up our own minds. Nevertheless, when children master such arbitrary "knowledge" as the alphabet or the calendar, it is somewhat misleading, if not confusing, to claim that they have "constructed" it by themselves. It would seem to me to be more useful to claim that children construct their own *understandings and misunderstandings* of, let's say, their experience (among which is also instruction), and for teachers to develop curricula and teaching strategies based on that assumption.

No matter what curriculum, activities, and teaching strategies are employed to teach knowledge and skills, learners' dispositions and feelings are likely to be influenced by them, whether intentionally or by default. Nevertheless, it seems appropriate during the early years to be especially intentional and deliberate about strengthening worthwhile dispositions (e.g., the dispositions to learn, hypothesize, conjecture; and the social dispositions to form friendships, to be open to others who are different) and about engendering positive feelings (e.g., feelings of belonging, of competence, and of self-confidence).

Emphasis on strengthening worthwhile dispositions in the early years is recommended partly because undesirable ones may become more resistant to change with increasing age. At the same time, desirable dispositions typically present at birth (e.g., the dispositions to learn, to be curious, and to become attached to caretakers) may be seriously damaged, weakened, and even lost if not purposefully strengthened. Furthermore, once damaged or lost, these dispositions may be very difficult to reinstate or implant.

However, neither dispositions nor feelings are learned from instruction or exhortation. Some of the most important dispositions can be assumed to be inborn, such as the disposition to learn and to make sense of experience. Other dispositions are likely to be learned from being around people in whom both the desirable and undesirable ones can be seen. Furthermore, for dispositions to be strengthened, they must be manifested or expressed with a certain amount of frequency and experienced as satisfying and effective. Thus, curriculum and teaching methods that provide contexts and opportunities for children to manifest desirable dispositions such as cooperation, conflict resolution, investigation, hypothesis-building, and the testing of hypotheses and predictions are developmentally appropriate.

Similarly, feelings are not learned from instruction or from exhortation. The capacities for some feelings, such as fear, anger, anxiety, and most likely joy as well, are probably inborn. But many feelings are learned from experience: feelings of belonging and of not belonging, feelings of competence and incompetence, feelings of

confidence—high or low—and many other feelings of concern to families and educators are learned in the course of experiences provided in the educational setting.

In sum, a developmental approach to curriculum and teaching is one that takes into account all four categories of learning goals. A developmental approach assumes that the emphases on strengthening desirable dispositions and on engendering positive feelings have a high priority when selecting activities or courses of pedagogical action.

Some Principles of a Developmental Approach to Curriculum

On the basis of the concept of development discussed earlier, and the assumptions derived therefrom concerning a developmental approach to planning for young children, the following principles of practice are offered.

> *Principle #1. A developmental approach to curriculum and teaching practices takes into account both the normative and dynamic dimensions of development, in that what young children should do and should learn is determined on the basis of what is best for their development in the long term (that is, the dynamic consequences of early experience) rather than on simply what "works" in the short term.*

Taken together, the two dimensions of development suggest that just because children *can* do something (the normative dimension) does not mean that they *should* do it (the dynamic dimension). Young children can be coerced into learning and engaging in many activities that may not necessarily be in their best interests in the long term (the dynamic dimension), but that may seem acceptable, insignificant, or harmless in the short term. One example is the common use of tangible rewards such as prizes, certificates, and candies for correct performance on assigned tasks. There is good reason to believe that while such practices seem effective and even harmless in the short term, they may have negative consequences in the long term (Kohn, 1993).

> *Principle #2. When young children are introduced to formal instruction too early, too intensely, and too abstractly, they may learn the knowledge and skills offered, but they may do so at the expense of the disposition to use them.*

For example, premature formal instruction in reading or arithmetic (especially through rote learning and memorization) may succeed in equipping children with the intended skills and knowledge at a rudimentary level; however, the processes of learning through such instruction may damage their dispositions to become readers and users of the numeracy skills and concepts so painfully acquired.

The potential risk of premature formal instruction can be thought of as the *damaged disposition hypothesis*. This hypothesis may account for the common observation that children's natural dispositions to learn, explore, and investigate subside (and often disappear) after a few years of schooling (see Donaldson, 1982). This phenomenon is sometimes referred to as the second-grade "wash-out" phenomenon. The potential damage may not be apparent early in the children's school lives. Most

children during the early years are eager to please teachers and engage willingly in the activities provided for them. The damage is likely to be manifested as a cumulative effect of several years of excessive drill and practice of decontextualized skills that rely heavily on practice of small bits of information and skills and rote memory. Thus, in curriculum planning, consideration is merited of the potential long-term cumulative effects of early experiences on the dispositions to apply what is learned.

> *Principle #3. Learning, especially in the early years, generally proceeds from behavioral knowledge to representational (or symbolic) knowledge.*

By way of example, the distinction between behavioral and representational knowledge can be seen in language development. Namely, preschoolers have the behavioral knowledge that enables them to use their mother tongue long before they can represent it in the form of abstract grammatical categories such as nouns and verbs. Similarly, young children can navigate their homes and immediate neighborhoods correctly long before they can represent them in the form of maps or directional concepts such as *right* and *left* or *east* and *west*.

A developmentally appropriate curriculum is one that broadens and deepens children's behavioral knowledge by providing a variety of first-hand experiences and that helps young children represent their experiences through a wide variety of media, including verbal expression, literary and graphic languages, models, and dramatic play. In the processes of representing their understandings, children can be guided by adults so that their understandings of what they already know become deeper, fuller, more accurate, and more finely differentiated.

Another way of expressing this principle is that children's understandings are constructed and re-constructed in the processes of representing these understandings. These understandings are not "instructed into them," as it were, didactically.

> *Principle #4. Unless children have some experience of what it feels like to understand some topics in depth, their disposition to seek in-depth understandings cannot be developed and strengthened.*

Many curriculum and pedagogical practices in early childhood and elementary education emphasize superficial acquaintance with information and "smatterings" of knowledge of many things, rather than the acquisition and construction of in-depth understandings of phenomena worthy of an investment of the children's time and energy. Indeed, one of the issues that deserves more discussion than it currently receives is the overcrowding of the early childhood and primary school curriculum. This overcrowding can lead to fragmentation and excessive emphasis on coverage versus mastery of disparate knowledge and skills. Yet the disposition to seek in-depth understanding of complex phenomena worthy of children's and adults' attention is essential for competent participation in democratic processes and thus one of the important ultimate goals of education in this country.

> *Principle #5. When young children are frequently coerced into behaving as though they understand something well, when they really do not (e.g., premature instruction in the calendar or in formal arithmetic), confidence in their own intellects, observations, hypotheses, and questions may be undermined, and in some cases may be abandoned.*

The cumulative effect on young children of repeated experience in situations in which they must act without real or confident understanding may be a weakening or distrust of their natural dispositions to construct their own understandings of their experiences. This cumulative effect may undermine their motivation to learn.

> *Principle #6. For young children, investigation and observation are ways of learning as natural as play.*

Early childhood specialists and practitioners have a long tradition of asserting that play is the natural way that young children learn. Indeed, all young mammals play spontaneously and, in their play, rehearse behavior they will use in their maturity. Experience of living and working with young children easily strengthens our appreciation of the basis of this traditional emphasis on the educational value of play—one that may have developed at a time when children's play was not valued and when few play materials were available for young children.

Nevertheless, this tradition should not diminish acknowledgment that it is just as natural for children to learn through direct observation and investigation as through play. Adults can readily see the very young observe phenomena around them with great interest. Similarly, from infancy onward, children put enormous amounts of time and energy into investigating their physical and social environments—often exposing themselves to danger in the process. Young children are natural anthropologists, linguists, and scientists.

Most children naturally and spontaneously generate explanations and hypotheses to account for what they observe, whether the phenomenon in question is rain, worms, or cashiers in the supermarket. Their conjectures can be followed up with close observations, interviews, and other fact-finding activities through which their predictions and hypotheses can be tested. In other words, a child-sensitive and developmentally appropriate curriculum is one that capitalizes on children's natural impulse to find out what the objects around them are made of, how they work, where they come from, what they are used for, what they are called, what the people around them do, when and why they do what they do, and so forth.

A curriculum for young children that takes into account the nature of their development is one that addresses their natural dispositions to observe and investigate their surroundings.

> *Principle #7. The goal of all education is to engage the mind of the learner in its fullest sense, including its aesthetic, moral, social, and spiritual sensibilities.*

Enjoyment is not a main goal of education; it is a main goal of entertainment. The ultimate goal of all education at every level is to engage the mind so as to strengthen the learner's disposition to go on learning. Curriculum and teaching strategies that succeed in fully engaging children's minds provide experiences that are enjoyable; but enjoyment is not the goal of such experiences. Enjoyment and deep satisfaction are the desirable by-products of appropriate curriculum and teaching practices. I often wonder if we sometimes underestimate young children's capacity to find deep satisfaction in hard work, solving problems, and overcoming obstacles in their work.

> *Principle #8. Children's dispositions to be interested, engaged, absorbed, and involved in intellectual effort are strengthened when they have ample opportunity to work on a topic or investigation over extended periods of time.*

The term *interest* refers to the capacity to "lose oneself" in something outside of oneself and to sustain the effort of pursuing ideas and completing tasks through even their routine elements. A curriculum characterized by a succession of brief one-shot activities completed in a few minutes and not resumed for further development may weaken children's dispositions to explore topics in depth, to reach for fuller and deeper understanding, and to become absorbed in worthwhile pursuits.

Children in contemporary society have little opportunity to appreciate the length of time and the amount of effort required for the most important basic elements in their lives (e.g., the provision of food and shelter). Project work in the form of extended in-depth investigations provides a context for learning about the origins of important aspects of children's environments, for appreciating the long processes involved in creating them, and for direct experience of long-term effort involved in representing their findings.

> *Principle #9. When young children's interests draw them to real events, particularly those in which adults are involved, and the adults respond to this interest by providing support and information, by focusing children's attention on important aspects of the phenomenon of interest, and by inviting their participation in the activity, the children are in an optimal environment.*

Young children—especially in the toddler years—are often attracted to real events in their environment (e.g., an adult who is cooking, repairing a household item, cleaning the furnace, or building a fence). When the adult involved responds to that interest with information and suggestions for how the child can participate, or provides simple reasons why she or he cannot participate in some parts of the activity, or gives information in response to the child's questions and appreciates the elements the child shows interest in, the child is in an optimal learning environment and is learning as an apprentice.

Such learning can only occur if something real and intriguing to the child is in progress in his or her presence. Such real and actual events can be part of good project work. If few real events or tasks are available in the classroom, teachers are obliged to find other ways to motivate children. When a teacher, for example, is arranging the

classroom environment so that it will be hospitable to a small animal, the children can be drawn into the process and adopt the teacher's concerns and interest in the task. When the teacher presents children with tasks for the children's benefit only and of no real interest to the teacher (e.g., copying the letter *m* ten times on a sheet of paper), she may have to resort to high praise, coercion, or cajoling to get the children involved. While not all tasks involved in the mastery of basic literacy and numeracy can be equally interesting, a balance of systematic skill instruction, interesting project work, and spontaneous play is most likely to support children's dispositions to learn and their general growth and development.

> *Principle #10. Desirable dispositions are not likely to be learned from instruction; rather, they are learned from being around significant others who exhibit, exemplify, and model them.*

To return to the matter of dispositional goals, for dispositions to be strengthened, they must be manifested effectively and appreciated (i.e., responded to appropriately, rather than rewarded). As already suggested, desirable and undesirable dispositions are learned also from models and are strengthened by being manifested and effective. Research indicates that excessive use of rewards, prizes, certificates, stickers, and trophies may undermine and weaken the development of intrinsic motivation—that is, the disposition called interest. A curriculum that includes involving children in investigation projects provides contexts in which intrinsic motivation and interest can be manifested, satisfied, appreciated, and thereby strengthened.

> *Principle #11. Feelings are not likely to be learned through instruction; both desirable and undesirable feelings are learned in the context of and as consequences of experience.*

Feelings of confidence and self-esteem, for example, are not likely to be strengthened from instruction, exhortation, incantation, or admonition, but they arise indirectly as the consequences of experiences that have other goals. Similarly, feelings of low self-esteem and anxiety, for example, are not likely to be alleviated by exhortation or empty flattery. Children are most likely to acquire self-esteem when adults esteem them. This means that children are treated respectfully as people—though young ones—with minds, ideas, thoughts, hypotheses, interests, and real concerns. Thus, when appropriate investigative project work is included in the curriculum, children have ample opportunity to make decisions, to assist each other, to argue about their ideas and plans, and to take initiative and responsibility for the work they accomplished.

> *Principle #12. Young children should be engaged daily in worthwhile activities and work in which their cooperation is functional and not phony.*

This principle implies that children should be engaged frequently and regularly in group work in which each participant has the opportunity to make individual contributions to the total effort and to take a part of the responsibility for the accomplishment of the group's goals. Project work provides a highly suitable context for such meaningful cooperative effort.

> *Principle #13. The younger the learners, the more important is the goal to strengthen their disposition to look more closely at phenomena and events in their own environments worth learning more about.*

This principle addresses the content of the curriculum of which a major goal is to strengthen children's inborn disposition to make sense of their experiences and environments. A major responsibility of teachers of young children is to alert them to phenomena and events in their own environments and experiences worthy of their attention and deeper understanding. As children grow older and gain a firm grasp of their own experience and environment, it is the responsibility of educators to strengthen children's dispositions to make sense of other people's experiences and environments—those that are distant in both time and place.

> *Principle #14. The younger the learners, the more important it is that what they are learning about (*knowledge*) and what they are learning to do (*skills*) have horizontal rather than vertical relevance.*

Horizontal relevance means that the knowledge and skills to be learned are meaningful and useful at the time they are learned. Vertical relevance refers to learning of knowledge and skills that are intended and expected to be meaningful and useful at some point in the future and that are designed to prepare the learner for the next grade, the next school . . . the next life! As children grow older, their capacity to benefit from knowledge and skills that have vertical rather than horizontal relevance most likely increases. Furthermore, as children grow older they are more able to understand and accept the reasons for mastering knowledge and skills that will have relevance and value for future experiences. During the early years, excessive emphasis on knowledge and skills that have vertical rather than horizontal relevance may not only undermine children's dispositions to learn but also their confidence in their own intellectual powers.

Many teachers complain that they are required to instruct children in knowledge and skills for which they believe them to be unready. However, they say that if they fail to do so, the teacher of the next grade will complain. I have come to think of this kind of pressure to prepare for the next grade as a kind of "pedagogical paranoia." An example of this phenomenon was given to me recently by a teacher of a mixed-age group of 7- and 8-year-olds. She reported that she had become quite impatient with one of her older pupils about his difficulty with a mathematical problem and said to him, "I know you knew how to do this last year because I was your teacher last year! Now what happened?" She went on to explain to me that if she had not been the child's teacher the preceding year, she might have thought that teacher had not taught the concept!

> *Principle #15. The younger the learners, the more they learn through interactive rather than reactive and receptive experiences, through direct and first-hand experiences rather than indirect and second-hand experiences, and through active rather than passive experiences.*

As children grow older, their capacities to benefit from passive learning, from indirect and second-hand learning, increase. While young children do learn from passive experiences (e.g., from stories, movies, or television), the major intellectual dispositions, such as to inquire, hypothesize, explore, experiment, investigate, analyze, and synthesize, are strengthened in the early years primarily through interactive experiences.

> *Principle #16. The younger the learners, the more important it is that they have ample opportunity to interact with real objects and real environments.*

When young children are obliged to "acquire" or assimilate knowledge about things that are not real—or at least very vivid to them—they are likely to have difficulty in contributing ideas, hypotheses, predictions, and information, or to pose meaningful questions to be answered through investigation, exploration, observation, discussion, and argument. When the topics introduced to young children are too remote from their own first-hand experience, their dependence on the teacher for ideas and information is increased. Young children are dependent upon adults for many of the most important aspects of their lives; however, excessive and unnecessary dependence on adults in learning situations may undermine the development of their intellectual dispositions (e.g., to be curious, experimental, analytical, exploratory, investigative, thoughtful, empirical, hypothesizers).

> *Principle #17. The younger the learners, the more important it is that they have opportunities to apply in meaningful contexts the knowledge and skills learned in the more formal parts of the curriculum.*

Good project work in which children investigate events and phenomena in their environments worth learning more about, and represent the results of their investigation, provides meaningful contexts for children to apply the skills taught in the more formal parts of the curriculum (Katz & Chard, 1989). Indeed, involvement in project investigations often motivates children to seek help from teachers and others in strengthening their formal literacy and numeracy skills to use in representing their observations and findings.

> *Principle #18. The younger the learners, the wider the variety of pedagogical approaches and methods that must be used.*

When a single method of teaching is used with a group of children that is diverse in background, development, experience, interests, abilities, and aptitudes, a significant proportion of the group is likely to fail. When using a single method for teaching a whole class (e.g., teaching the whole group of more than about a dozen young children the same thing, the same way, on the same day, at the same time), the chances are that about a third of the children already know what is being taught, about a third will learn it, and the remaining third will be unlikely to grasp it; in this way, whole-group instruction means that two-thirds of the children may be wasting their time! As to the thoughts and feelings of these two-thirds at such times, we can only speculate that their thoughts are unlikely to reflect interest or satisfaction!

The use of a single method of teaching for a whole group of children can be described as the application of a homogeneous treatment to a heterogeneous group. Such an application must lead inevitably to heterogeneous outcomes. While we do not wish all children to become alike or homogeneous in every way (i.e., we value some heterogeneous outcomes), there are some desirable homogeneous outcomes. For example, we want all children to acquire minimal skills in literacy and numeracy. We want all children to achieve optimum self-confidence. If children are different from each other in significant ways (e.g., in experience, background, language, ethnicity, aptitude, ability, interests, etc.) and we want a homogeneous outcome—that is, if we want all children to have the disposition to learn and reach competence in basic skills—we must use heterogeneous treatments.

> *Principle #19. The younger the learner, the larger the role of adults in helping them to develop social competence.*

Children who fail to achieve at least minimal social competence by about the age of 6 are at significant risk for school failure, later mental health difficulties, and dropping out of school. As children grow older, the problems of overcoming social difficulties increase. Children's social competence can be strengthened, in the presence of adults prepared to assist them, through participation in activities requiring social understanding and social interactive skills.

Conclusion

A developmental approach to curriculum and teaching assumes that the emphases on strengthening desirable dispositions and on engendering positive feelings have a high priority when selecting among possible activities and pedagogical methods. When taken together, these principles also suggest that young children should have frequent opportunities to be engaged in small group efforts to investigate in depth significant phenomena and events around them. These investigations, which we call projects (see Katz & Chard, 1989), can usefully constitute a major part of the curriculum for children from about the age of 3 years through the primary grades, if not further. Projects provide contexts in which essential literacy, numeracy, and social skills can be meaningfully employed and thereby strengthened and are one element of a curriculum that can provide a context for the manifestation of such skills.

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Selected ERIC Bibliography on Early Childhood Teacher Education

ERIC Documents

ED397974 PS024420
Early Childhood Training Workbook and Videos.
Magna Systems, Inc., Barrington, IL.
1996; 56p.
Available From: Magna Systems, Inc., 95 West County Line Road, Barrington, IL 60010 ($12.50 for workbook. Videos sold separately at $89.95 each or in Video Modules sets.)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Illinois
This early childhood training workbook and three accompanying video series provide instruction for early childhood caregivers and teachers in the areas of guidance and discipline, math, and diversity. The video series "Guidance and Discipline" demonstrates the ways in which teachers help children become self-disciplined. The three videos in this series cover: (1) the learning environment; (2) curriculum; and (3) teacher/child interaction. The video series "Path to Math" provides activities for exploring mathematical concepts that will be the foundation for later math learning. The five videos in this series cover: (1) one-to-one correspondence—comparing; (2) sets and classification—seriation or ordering; (3) shapes—parts and wholes; (4) space—measurement; and (5) numbers and counting—numerals. The video series "Diversity" provides a catalyst and framework for discussion of what high-quality care for preschool children means in a culturally sensitive context that values diversity. The four videos in this series cover: (1) diversity and communication; (2) diversity and conflict management; (3) diversity, independence, and individuality; and (4) diversity: contrasting perspectives. The training workbook sections for the Guidance and Discipline and Path to Math series contain an introduction, overview, questions to consider, vocabulary, objectives, and self-study test corresponding to each of the videos in the series. The workbook section for the Diversity series follows a similar format except that in place of the self-test are suggested issues and questions for exploring through writing. (HTH)
Descriptors: Caregiver Child Relationship; *Caregiver Role; Classroom Environment; Conflict Resolution; Cultural Awareness; *Discipline; *Early Childhood Education; Interpersonal Communication; *Mathematical Concepts; Numeracy; *Teacher Education; Teacher Student Relationship
Identifiers: *Caregiver Training; Cultural Sensitivity; *Diversity (Student)

ED396823 PS024270
Preparing Teachers for Family Involvement.
Weiss, Heather
13 Apr 1996; 12p.
Summary of paper presented at the National Conference of the Family Involvement

Partnership for Learning (New York, NY, April 12-13, 1996).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Massachusetts

One important aspect of family involvement that has been consistently overlooked is the need to prepare teachers for intensive work with families and communities. This study investigated professional development and teacher education in the hope of providing a framework for developing more comprehensive approaches for family involvement in education. State teacher certification programs were reviewed to see which preservice teacher education programs currently include parent involvement, and researchers looked at how teacher education programs are preparing teachers to work with families and to work in schools that are becoming increasingly responsive to families and communities. Case studies of programs strong in teacher preparation in family involvement were also undertaken. Based on the experiences of the model programs, a number of recommendations were made for the reforms needed to make meaningful connections among home, school, and community, including: (1) giving prospective teachers more direct experience with families and communities; (2) making school conditions conducive to family involvement; and (3) hiring more experts in family and community involvement. (WJC)

Descriptors: Case Studies; Early Childhood Education; Elementary Education; *Family Involvement; Higher Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Preservice Teacher Education; School Community Relationship; School Involvement

Identifiers: Program Characteristics

ED395908 SP036707

Engaging Preservice Teachers in Collaborative Inquiry through the Development of Individual Case Studies.

Kasten, Barbara; Write, June

Feb 1996; 9p.

Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; District of Columbia

The use of collaborative case studies is an important tool for promoting teacher development, providing preservice teachers with opportunities to apply what they have learned in a real life context. This paper describes the design and evolution of a unique application of case study methodology by two early childhood/elementary education professors at two institutions with both graduate and undergraduate preservice teachers. Their overall goal was to guide preservice teachers in becoming active learners and responsive problem solvers, integrating theory into actual practice through collaborative inquiry. The components of the collaborative case study cycle are identifying a child, gathering information, planning and implementing strategies, observing and reflecting on the observations, and continuing or revising the strategies. In this model, multiple

sources of information about individual children are gathered through demographics, daily observation, and reflections by the preservice teacher, cooperating teacher, and university supervisor. Using the information collected, the preservice teacher is responsible for designing and implementing appropriate strategies for working with the child. The major source of research data is the individual case studies that the preservice teachers write as a culminating activity in their courses, as well as journal entries and class discussions. Findings discussed include: mentor strategies developed during the study; student analysis leading to new teaching strategies; building a repertoire of strategies as preservice teachers applied their learning to their own situations; and reflections in practice by the researchers in order to improve their own teaching and learning. (Contains 11 references.) (ND)

Descriptors: Action Research; *Case Studies; Classroom Techniques; Early Childhood Education; Elementary Education; Higher Education; *Preservice Teacher Education; *Reflective Teaching; *Student Teaching; Teacher Education Programs; Teaching Methods; *Teaching Models; Teaching Skills; Theory Practice Relationship

Identifiers: *Case Method (Teaching Technique); *Collaborative Inquiry; Preservice Teachers

ED395714 PS024348

Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.

Hinchliffe, Lisa Janicke

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

May 1996; 3p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: RR93002007

Report No: EDO-PS-96-5

EDRS Price - MF01/PC01 Plus Postage.

Document Type: ERIC PRODUCT (071)

Geographic Source: U.S.; Illinois

This digest provides examples of projects that can be used in the early childhood education (ECE) and child development classrooms to introduce students to Internet resources. The first section of the digest suggests guides that teacher educators can use to design Internet training sessions and to locate resources of interest to adults working with young children. The second section lists several electronic discussion groups (EDGs), or listservs, related to early childhood education and suggests five activities involving discussion groups that students can undertake. First, students need to learn about Internet etiquette. Second, they can monitor the interactions on a single EDG. Third, they can pose questions on specific topics to an EDG. Fourth, they can respond to a question posted to an EDG by a group member after adequately researching the topic. Finally, they can summarize the activity of an EDG by reading messages posted to the EDG's archive. The third section of the digest briefly describes the World Wide Web (WWW) and Gopher resources and outlines four student projects that involve using the WWW. Students can try the following activities: (1) create an information packet consisting of resources they have found on the WWW; (2) search for lesson

plans using WWW search engines; (3) solve particular problems they have observed in early childhood settings by searching the ERIC database on the WWW and gathering other relevant resources on the WWW; and (4) be information providers by creating a Web site containing resources on a particular topic or representing a particular organization such as a local child care center. By integrating Internet use into early childhood teacher education programs through activities such as these, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the early childhood community. (BC)

Descriptors: *Early Childhood Education; *Education Majors; Electronic Mail; Information Services; Internet; *Learning Activities; Lesson Plans; *Teacher Education; Teacher Educators; *World Wide Web

Identifiers: ERIC Digests; Gopher; *Listserv Discussion Groups; Listservs

ED394549 JC960284

Carry the Torch for Your Department into the Community.

Conss, Lyvier; Tyler-Higgins, Nancy

Feb 1996; 9p.

In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Arizona

The early childhood education program at Massachusetts' Middlesex Community College has included a service learning component for the past 3 years. Service learning participants have the opportunity to observe several different public and private early care and education programs in the community and to discuss the programs with other students. Participants are also asked to maintain journals that are shared with the instructor and, if students desire, with other students. The journals involve the following four phases of reflection: (1) concrete experience, or a description of specific behaviors that occurred during an incident; (2) reflective observation, or personal thoughts, feelings, and perceptions about the events; (3) abstract conceptualization, illustrating the relationship between the experience and knowledge learned in the class; and (4) active experimentation, in which students apply learning to situations that they might encounter in the future. Students who choose to participate in service learning are excused from two assignments and their research papers are designed around their service learning placement. Although integrating service learning involves extra work and can mean sacrificing some valuable class time, it is well worth the effort as it gives students the opportunity to network, experience, and observe professionals actively involved with children. (BCY)

Descriptors: Community Colleges; Early Childhood Education; *Journal Writing; *Observational Learning; School Community Relationship; *Service Learning; *Teacher Education Programs; Two Year Colleges

ED393569 PS024027

Jumping off the Edge: Learner Centered Early Childhood Teacher Education.

Starnes, Lisa; Bohach, Barbara

29 Nov 1995; 17p.

Paper presented at the Annual Conference of the National Association of Early Childhood Teacher Educators (Washington, DC, November 29, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

This paper suggests that a way of overcoming the conflict experienced by student teachers doing field work when their field-work teachers often have different philosophies than those taught on the college campus is to model a true learner-centered approach in teacher education courses. A stronger experience than using cooperative groups or having students pursuing activities in teacher education courses is necessary for students to fully understand how a learner-centered classroom for preservice teachers can work. The paper describes classroom activities used over a 2-year period in a move toward an extreme position of learner-centeredness. The paper reports experiences with portfolios, cooperative-group assignments, task cards, and mini-lessons. Some of the changes that occur in teacher education students, and the students' responses to the course, are reported. Contains six references. (TM)

Descriptors: *Classroom Techniques; Early Childhood Education; Higher Education; Inservice Teacher Education; *Portfolio Assessment; *Preservice Teacher Education; *Teacher Education; *Teacher Education Programs; *Teacher Supervision; Teaching Experience

Identifiers: *Learner Centered Instruction

ED392785 SP036534

An Interdisciplinary Early Childhood Major at a Four-Year Liberal Arts College: A Quest for Quality and Communication among Departments.

Van Voorhis, Judith L.; DeMarie-Dreblow, Darlene

Nov 1995; 16p.

Paper presented at the Annual Conference of the National Association of Early Childhood Teacher Educators (Washington, DC, November 29, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

In describing the Early Childhood Interdisciplinary Major at Muskingum College (Ohio), this paper presents a model for small liberal arts colleges to consider in providing training for future early childhood professionals. This interdisciplinary early childhood major draws from departments typically found in many small liberal arts colleges, bringing together the resources and expertise from the departments of business and sociology as well as psychology and education to provide the collaborative foundational core and/or areas of specialization. The three areas of specialization in the program are child development research, human services preparation, and

administration. The impact of the interdisciplinary major is described, as well as strategies for building inter- and intra-department support. Challenges that the interdisciplinary major poses include the need to help students develop a cohesive identity as early childhood majors and incorporation of new faculty into the program. Some of the features that make this interdisciplinary major attractive for early childhood teacher educators include: (1) a valuable body of knowledge and expertise is available for students earning a degree in early childhood; (2) an interdisciplinary focus in early childhood uses existing faculty resources; (3) an area of specialization in addition to the core strengthens the major; and (4) areas of specialization that meet the individual student's needs and interests enhance student motivation and commitment. Core requirements, areas of specialization, and electives are listed in appendices. (Contains 11 references.) (ND)

Descriptors: *Curriculum Development; Early Childhood Education; *Educational Innovation; Education Majors; Higher Education; *Interdisciplinary Approach; *Knowledge Base for Teaching; *Preservice Teacher Education; Student Interests; Student Motivation; Teacher Education Curriculum; Teacher Educators; Teaching Methods

Identifiers: *Interdisciplinary Cooperation; Liberal Arts Colleges; *Muskingum College OH

ED392744 SP036477

Creating Opportunities for Prospective Elementary and Early Childhood Teacher Reflection, Simulations, Teaching Cases, Portfolios, and More.

Dana, Nancy Fichtman; Westcott, Laurie

Nov 1995; 25p.

Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 1996).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Strategies for promoting reflection in prospective early childhood teachers are summarized. Each strategy was field tested and documented in the course "The Development and Administration of Child Service Programs," which was team taught during the summers of 1994 and 1995 at The Pennsylvania State University. About 30 students enrolled in each session. Following a brief overview of the course, each strategy is described, discussed, and assessed for its merit in promoting reflection in early childhood teachers. The course explored the background for setting up an early childhood center, described exemplary child care administrators and teachers and their practices, and discussed issues of special concern. The strategies covered included "Opening a Center" simulation game, student-authored cases, and portfolios. Results indicated the strategies were successful in promoting reflection among course participants. Excerpts from case studies and portfolios are included. (Contains 21 references.) (ND)

Descriptors: Case Studies; Child Development Centers; *Child Development Specialists; Early Childhood Education; Educational Games; Elementary Education;

Higher Education; Portfolios (Background Materials); *Preservice Teacher Education; *Reflective Teaching; *Simulated Environment; Simulation

Identifiers: Pennsylvania State University; *Reflection Process; *Reflective Practice

ED391799 SP036471

Restructuring Teacher Education: Preparing for Diverse Populations.

Rasmussen, Jack L.

Oct 1995; 22p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Utah

A teacher education conceptual model, Teachers Reflecting, Engaging, and Collaborating (TREC), is presented that guides an innovative teacher education program's goals, processes, outcomes, and evaluation. The model, which presents the teacher as a reflective practitioner, is not an instructional sequence model but rather a conceptual model that identifies the priorities that permeate the program and serve as a unifying structure for the three TREC components (reflecting, engaging, and collaborating). The program maximizes the integration of courses, field experiences, and supplemental knowledge and skills acquired through coursework and interaction with school district professionals for elementary, early childhood, and secondary undergraduate student teachers; it is based on five learning levels that include classroom and field learning. Level 1 is the foundations level; level 2 provides students with their first field experience. Levels 3 and 4 involve specialization in elementary and secondary learning, while level 5 is a 10-week, full-time student teaching experience. Each level also deals with multicultural, bilingual, and developmentally appropriate practices; special effort is made to recruit minority students into the program. (NAV)

Descriptors: Cross Cultural Training; Early Childhood Education; Elementary Secondary Education; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Minority Group Teachers; Models; Multicultural Education; *Preservice Teacher Education; Reflective Teaching; Student Recruitment; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators

Identifiers: Teacher Collaboration; *Weber State University UT

ED390569 PS023881

Phenomena of Early Childhood Preservice Teachers' Sense Making of Developmentally and Culturally Appropriate Practice (DCAP).

Hyun, Eunsook

May 1995; 27p.

Paper presented at the Meeting of the New England Educational Research Organization (Portsmouth, NH, May 1995).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Pennsylvania

Using a qualitative, phenomenological approach with the researcher as participant observer and interviewer, this study sought to understand how preservice early

childhood teachers construct meaning for Developmentally and Culturally Appropriate Practice (DCAP). Subjects were preservice teachers enrolled in an undergraduate course on the clinical applications of early childhood education at Pennsylvania State University. Data were collected through a variety of methods such as: (1) classroom activities designed to tap into subjects' self-awareness; (2) observations of student discussions; (3) audiotapes of course discussions; (4) students' mid-term and final self-evaluations; (5) lesson plans created by students; and (6) student journal entries. Data analysis is still in progress, but preliminary findings include the following: (1) autobiographical self-assessment helped students develop their perspective-taking abilities; (2) this self-assessment also helped students realize how limited a teacher's cultural paradigms might be; (3) this realization suggested that teacher preparation programs can provide multicultural learning experiences; and (4) preservice teachers' understandings of developmentally and culturally appropriate practice are based on the previous early childhood education courses they have taken. (Contains 44 references.) (JW)

Descriptors: *College Students; Cultural Awareness; *Culturally Relevant Education; Cultural Pluralism; *Early Childhood Education; Multicultural Education; *Preservice Teacher Education; Student Teachers; *Teacher Education Curriculum; Teacher Education Programs

Identifiers: *Developmentally Appropriate Programs; Preservice Teachers

ED388659 SP036307

Promoting Responsive Teacher Education through Effective Follow-Up Studies.

Delaney, Anne Marie

22 Apr 1995; 16p.

Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Massachusetts

This paper demonstrates how teacher education follow-up studies can be designed and used to promote responsive teacher education programs. Using a recently completed study of alumni from an undergraduate teacher education program as a model, the paper presents substantive findings relevant both to the design of future teacher education follow-up studies and to the literature on the relationship between teacher preparation and professional practice. The paper also identifies methodological considerations and techniques designed to have the maximum impact on program review and planning. The paper presents results from both qualitative and quantitative analyses examining relationships among specific teacher education programs, early professional challenges, recommendations for curricular revision, perceived professional growth, and overall evaluation of the undergraduate program. The analyses examine variation among Early Childhood, Elementary, Secondary and Special Education majors with particular emphasis on comparing the most distinctive group, Secondary Education, with all other Teacher Education majors. One key aspect of the substantive findings in this research is the valuable feedback that graduates provided

concerning challenges they encountered early in their professional careers and what recommendations they offered to better prepare future graduates to meet these challenges. (Contains 19 references.) (JB)

Descriptors: Alumni; Early Childhood Education; Education Work Relationship; Elementary Secondary Education; *Followup Studies; Graduate Surveys; Higher Education; *Preservice Teacher Education; Program Design; Program Evaluation; *Program Improvement; Research Methodology; Special Education; Teacher Education; *Teacher Education Programs; Undergraduate Study

ED386940 FL023253

Case Study Evaluation of Training for ACCESS (Attractive Careers in Childhood Education for Second Language Speakers). Final Report.

Appleby, Judith A.

Aug 1995; 17p.

For a related document, see ED 386 038.

Sponsoring Agency: Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; California

A California program to train childhood educators so they can, in turn, attract, train, and motivate limited-English-proficient (LEP) individuals for child care occupations is evaluated based on three participant case studies. In in-depth interviews, three of the 30 program participants discussed what they had learned during training, the variables with greatest impact on ability to implement program training locally, successful and unsuccessful training elements, the forms of training they anticipated implementing locally, program experiences most useful in local problem-solving, and whether they would recommend the program to others. Findings are summarized here. Three major recommendations for future trainer training programs are made: incorporation of a cultural diversity component; inclusion of institutional administrators early in the training of their staff for innovation; and ensuring that participant needs and institutional readiness for training, especially when concerned with innovation and change, are compatible with project objectives. (MSE)

Descriptors: Career Awareness; *Career Development; Case Studies; *Child Caregivers; *Early Childhood Education; Employment Opportunities; Interviews; *Limited English Speaking; Motivation; *Participant Satisfaction; Teacher Education; *Teacher Educators; Vocational Education

Identifiers: California

ED382580 SP035919

School-Linked Comprehensive Services for Children and Families: What We Know and What We Need To Know.

American Association of Colleges for Teacher Education, Washington, D.C.; American Educational Research Association, Washington, D.C.; Association of Teacher Educators, Reston, Va.; Office of Educational Research and Improvement

(ED), Washington, DC.; Temple Univ., Philadelphia, PA. National Education Center on Education in the Inner Cities.

Apr 1995; 132p.

Report No: SAI-95-3025

EDRS Price - MF01/PC06 Plus Postage.

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

This document reports on a fall 1994 working conference on linking education, health, social services, and other supports that children and families need, with the school as the hub. The conference involved six working groups. Four working groups were age-related, discussing early childhood, elementary, adolescent, and youth-in-transition school-linked programs. The other two groups focused on interprofessional development and evaluation. Recommendations from the groups were largely organized around the following themes: committed leadership, cultural sensitivity and congruence, participant-driven systems, interprofessional development, new research approaches, and flexibility in policies. The document includes: remarks presented by Sharon P. Robinson of the Department of Education and Jane A. Stallings of the American Educational Research Association, highlights of what is known from research and what needs to be known, a list of commissioned background papers, a list of steering committee members, and a list of conference participants. Descriptions of 22 exemplary school-linked comprehensive programs are offered, outlining who the collaborators are, the project goals, project participants, services provided, project evaluation, and what the collaborators are learning. Twelve interprofessional development programs are also described, focusing on types of interprofessional activities, how the community is served, clinical experiences offered, how schools participate, and program evaluation. (JDD)

Descriptors: Agency Cooperation; Ancillary School Services; Community Programs; *Cooperative Programs; Early Childhood Education; Elementary Secondary Education; Family School Relationship; Higher Education; Institutional Cooperation; *Integrated Services; *Professional Development; *Program Descriptions; Program Evaluation; *School Community Programs; Teacher Education

Identifiers: *Comprehensive School Health Programs

ED381256 PS023115

Advances in Early Education and Day Care: Topics in Early Literacy, Teacher Preparation, and International Perspectives on Early Care. Volume 6.

Reifel, Stuart, Ed.

1994; 288p.

ISBN: 1-55938-767-X

Available From: JAI Press, Inc., 55 Old Post Road No. 2, Greenwich, CT 06836 ($73.25).

Document Not Available from EDRS.

Document Type: BOOK (010); COLLECTION (020); REVIEW LITERATURE (070)

Geographic Source: U.S.; Connecticut

This volume looks at three different broad topics that are of continuing interest for early education and care. The first part of the volume furthers the view of children's acquisition of literacy and how that acquisition takes place. The second part addresses preparation of professionals in early childhood education. The third part provides perspectives on child care practices in four different countries. Articles in this volume are: (1) "Literacy Play Interventions: A Review of Empirical Research" (James F. Christie); (2) "Framing Child Texts with Child Worlds: The Social Use of Oral and Written Narratives in an Urban K/1 Classroom" (Anne Haas Dyson); (3) "What Parents Tell Us about Children's Emerging Literacy" (Nancy Roser and others); (4) "The Preparation of Teachers of Young Children" (Olivia N. Saracho and Bernard Spodek); (5) "Assessing the Preparation of Infant/Toddler Caregivers" (Alice Sterling Honig); (6) "Issues and Evaluation of an Israeli Early Childhood Leadership Training Program" (Miriam K. Rosenthal and Rena Shimoni); (7) "Child Care from the Perspective of Parents, Caregivers, and Children: Australian Research" (Margaret Clyde and others); (8) "Child Rearing Ideas and Feelings of Russian and American Mothers and Early Childhood Teachers: Some Comparisons" (Jean M. Ispa); and (9) "The Roots of Discipline in Japanese Preschools: Meeting Children's Need for Friendship and Contribution" (Catherine C. Lewis). (HTH)

Descriptors: *Child Caregivers; *Child Rearing; Comparative Analysis; Cross Cultural Studies; *Day Care; Discipline; Early Childhood Education; Foreign Countries; Infants; Leadership Training; *Literacy; *Teacher Education; Toddlers

Identifiers: Australia; *Caregiver Training; *Emergent Literacy; Israel; Japan; Russia

ED379064 PS022673

The Early Childhood Career Lattice: Perspectives on Professional Development.

Johnson, Julienne, Ed.; McCracken, Janet B., Ed.

National Association for the Education of Young Children, Washington, D.C.

1994; 196p.

Sponsoring Agency: Carnegie Corp. of New York, N.Y.

ISBN: 0-935989-60-9

Available From: National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426 (Catalog No. 792, $8; discount on quantity orders).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: COLLECTION (020)

Geographic Source: U.S.; District of Columbia

The goal of NAEYC's National Institute for Early Childhood Professional Development is to improve the quality of services provided to young children and their families by enhancing the quality, consistency, and accessibility of early childhood education professional preparation. In this compilation of presentations, key leaders offer their perspectives on achieving the Institute's goal of an articulated professional development system, represented by the early childhood career lattice. The first article presents the conceptual framework for this professional development system and outlines the official position of NAEYC. The remaining articles are the opinions of the

authors and are presented in four parts. Part 1 indicates the different kinds of programs from which early childhood educators enter their careers and the resulting inequities in status, differences in standards for programs and practitioners, various program delivery mechanisms, and lack of consensus on cherished values. Part 2 opens with five descriptions of various components of the profession's core knowledge and emphasizes the need for specialized professional development options that build on this knowledge. Also included are articles that discuss the knowledge base for the Baccalaureate Early Childhood Teacher Education Program and a contextual model to promote professionalism in early childhood education and care. Effective strategies that can improve the day-to-day skills of professionals who are engaged in fostering each other's learning are explored in part 3. The volume concludes with practical and policy implications of this vision of a coordinated professional development system and shifts the focus to financing for professional development and compensation of early childhood staff. (BAC)

Descriptors: *Child Caregivers; Early Childhood Education; Educational Policy; *Professional Development; *Teacher Education; Teaching (Occupation)

Identifiers: *Caregiver Training; National Association Educ of Young Children; *Professionalism

ED372577 EC303210

Personnel Standards for Early Education and Early Intervention. A Position Statement of ATE, DEC, NAEYC.

Association of Teacher Educators, Reston, Va.; Council for Exceptional Children, Reston, VA. Div. for Early Childhood.; National Association for the Education of Young Children, Washington, D.C. 30

Apr 1994; 3p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Virginia

This brief (two-page) official combined position statement of the Association of Teacher Educators (ATE), the Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC), addresses issues in personnel standards for early education and intervention with young children having disabilities. These groups recommend the development of personnel standards for: (1) regular early childhood educators; (2) early childhood special educators; and (3) related services professionals. Specific philosophical assumptions are recommended to serve as the foundation for development of such personnel standards. Development of a structure for certification standards is also urged. Such development should be based on the inclusion of early childhood specialists on state agencies responsible for credentialling and certification, that standards be developed that are separate from existing general education or special education certifications, and that these standards apply to personnel serving children in the birth-to-eight range. Principles for developing certification standards should include the importance of graduate level training and the value of outcome-based, not course-based, credentialling standards. (DB)

Descriptors: *Disabilities; *Early Childhood Education; Educational Philosophy; Infants; Outcomes of Education; Preschool Education; Preservice Teacher Education; *Pupil Personnel Services; Special Education; *Special Education Teachers; *State Standards; *Teacher Certification; Teacher Education; Toddlers

Identifiers: Association of Teacher Educators; Council for Exceptional Children; National Association Educ of Young Children

ED371883 PS022512

First Impressions (Primeras Impresiones): Report of the Task Force on Early Childhood and Elementary Education with Executive Summary (Sintesis Ejecutiva).

Texas Education Agency, Austin.

Jan 1994; 189p.

Separately published Executive Summary is provided in both English and Spanish versions.

Report No: GE-4-170-04; GE-4-170-07; GE-4-170-08

Available From: Texas Education Agency, Publications Distribution Office, 1701 North Congress Avenue, Austin, TX 78701-1494.

EDRS Price - MF01/PC08 Plus Postage.

Language: English; Spanish

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

The Task Force on Early Childhood and Elementary Education, created by the Texas State Board of Education in January 1993, found that the current system of early childhood and elementary education is struggling to meet the challenges of childhood in today's Texas. This report summarizes the task force's call for schools to reconfigure themselves to keep pace with the changing needs of students and communities. Specifically, it presents the task force's vision for the reorganized early childhood or elementary school in Texas, which includes the following components: (1) developmentally appropriate curriculum that uses flexible grouping of students on a regular basis for active, participatory involvement and presentation of knowledge through interdisciplinary themes and units; (2) school calendars that permit flexible and extended-year schedules to accommodate each child's learning style and pace; (3) abundant opportunities for each child to attain high standards of achievement through acceleration and enrichment of all learning activities on a continuous basis; and (4) performance-based assessments that demonstrate continuous student progress toward academic standards, and allow continuous movement through the system by the students upon attainment of benchmark standards. The eight sections of this report present: (1) a policy statement on early childhood and elementary education; (2) questions and answers on developmentally appropriate education; (3) executive summary of the report; (4) mission and philosophy of developmentally appropriate education; (5) discussion and recommendations in the areas of organization, curriculum, instruction, and assessment; (6) recommendations on professional development and training; (7) discussion and recommendations about family and community collaboration; and (8) implementation steps. Contains 75 references. (TJQ)

Descriptors: *Change Strategies; Continuous Progress Plan; Early Childhood Education; *Educational Change; *Educational Improvement; Elementary Education; Extended School Year; Flexible Scheduling; Integrated Curriculum; Interdisciplinary Approach; Parent School Relationship; Partnerships in Education; Professional Development; School Community Relationship; *School Restructuring; Teacher Education

Identifiers: *Developmentally Appropriate Programs; Performance Based Evaluation; *Texas

ED371826 PS022333

The Child Development Associate Credential Curriculum and Technical Assistance Project. Final Narrative Report.

Catalani, J. Christine

San Antonio Coll., Tex.

Jun 1993; 74p.

For the "Facilitators' Guide to Active Learning Techniques" developed by this project, see PS 022 332.

Sponsoring Agency: Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.

Contract No: 38113396

EDRS Price - MF01/PC03 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Texas

An instructor's guide with "active learning" teaching techniques, handouts, transparency masters, and other supplementary materials was developed for use with the Child Development Associate (CDA) Training programs in Texas community colleges. The project is a 1-year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. Activities in the guide were field tested at four community college sites. Activities were subsequently revised and new activities developed based upon feedback from the colleges and according to new guidelines in the CDA Council Model. Technical assistance was provided to the four colleges through demonstration teaching, workshops, and meetings. This final report of the project contains a description of the project, chronological listing of project objectives, and a summary of the project's major goals. Seven appendices contain (1) the advisory board committee meeting minutes; (2) the guide evaluation form; (3) a CDA Credential survey; (4) technical assistance forms; (5) technical assistance data; (6) activity evaluation forms; and (7) examples of publicity efforts. (TJQ)

Descriptors: Child Development; Curriculum Guides; Early Childhood Education; Higher Education; *Instructional Materials; *Learning Activities; *Lesson Plans; Program Descriptions; Program Evaluation; *Teacher Education; *Teaching Guides

Identifiers: *Active Learning; CDA; CDA Credential; *Child Development Associate

Journal Articles

EJ528205 PS525335

Investigating Alternative Certification for Early Childhood Teachers.

Sluder, Linda C.; Irons, Jane

Journal of Early Childhood Teacher Education, v17 n2 p82-87 Spr-Sum 1996

ISSN: 1090-1027

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Describes shortages in qualified early childhood teachers and the trend toward use of programs providing Alternative Teaching Certification (ATC). Examines comparative research between traditionally and nontraditionally trained teachers in the areas of grade level selection, internships, and examination certification, finding successes and failures in ATC programs and recommending further evaluation. (SD)

Descriptors: *Alternative Teacher Certification; Early Childhood Education; *Nontraditional Education; Qualifications; Standards; *Teacher Certification; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; Teacher Shortage

Identifiers: National Association Educ of Young Children

EJ528204 PS525334

Holistic Knowledge for Appropriate Professional Development in Early Childhood Education.

Morgaine, Carol A.

Journal of Early Childhood Teacher Education, v17 n2 p66-81 Spr-Sum 1996

ISSN: 1090-1027

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Suggests that a holistic approach to teaching prospective teachers should encompass a knowledge base drawn from three paradigms: (1) instrument/technical; (2) interpretive/constructivist; and (3) emancipative/social reconstruction. Argues that use of such an approach will result in professional maturation and an expansion in influence in the social and political structure of society. Provides suggestions for implementation. (SD)

Descriptors: *Constructivism (Learning); Early Childhood Education; *Holistic Approach; *Knowledge Base for Teaching; Knowledge Level; *Professional Development; Teacher Background; *Teacher Education; *Teacher Improvement; Teaching Skills; Teaching Styles

Identifiers: *Holistic Education

EJ528201 PS525331

Preservice Teachers' Perceptions of Early Childhood Programs.

Williams, Karen Cachevki

Journal of Early Childhood Teacher Education, v17 n2 p39-49 Spr-Sum 1996

ISSN: 1090-1027

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Surveyed undergraduate early childhood course students to determine motivation, career goals, and perceptions of early childhood professionals and their programs. Found that understanding student beliefs and working to broaden perspectives and exposure to real-life situations were important for preservice teacher education programs. (SD)

Descriptors: *Early Childhood Education; *Education Courses; *Preservice Teacher Education; Program Attitudes; Program Content; *Student Attitudes; Teacher Characteristics; Teacher Education Curriculum; Teacher Educator Education; Undergraduate Study

Identifiers: University of Wyoming

EJ528198 PS525328

Ethics Instruction for Preservice Teachers: How Are We Doing in ECE?

Freeman, Nancy Krupnick; Brown, Mac H.

Journal of Early Childhood Teacher Education, v17 n2 p5-18 Spr-Sum 1996

ISSN: 1090-1027

Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)

Notes the importance of providing preservice early childhood educators with ethics guidance and instruction. Summarizes results of Survey of Instruction in Professional Ethics (SIPE) indicating that most early childhood teacher educators include professional ethics instruction. Suggests use of a Code of Ethics, SIPE, textbooks, and videotape exercises as instructional materials for early childhood teacher educators to teach professional ethics. (SD)

Descriptors: *Codes of Ethics; Early Childhood Education; *Ethical Instruction; *Ethics; Occupational Surveys; *Preservice Teacher Education; *Teacher Education; Teacher Education Curriculum; Teacher Educator Education

Identifiers: National Association Educ of Young Children

EJ527301 CS751838

Assessing Change in Understandings of Developmentally Appropriate Practices in Early Childhood Education.

Rodriguez, Barbara J.; Bailey, Becky A.

Reading Improvement, v33 n1 p31-37 Spr 1996

ISSN: 0034-0510

Available From: UMI

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Examines changes in teachers' understandings of developmentally appropriate practices in early childhood education after attending a two-week summer institute that used a teaching case as an assessment tool. Finds that the institute impacted all attendees in a positive and statistically significant manner. (RS)

Descriptors: *Case Studies; *Early Childhood Education; Educational Research; *Evaluation Methods; Higher Education; *Program Effectiveness; *Summer Programs; *Teacher Education

EJ526227 HE535450

Reflection: Can We Assess It? Should We Assess It?

Sumsion, Jennifer; Fleet, Alma

Assessment & Evaluation in Higher Education, v21 n2 p121-30 Jun 1996

ISSN: 0260-2938

Available From: UMI

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

A study examined the feasibility and desirability of assessing reflective practice in student teachers studying early childhood literacy. While the study reaffirmed the importance of developing reflective teachers, it also highlighted the difficulties of equitably or meaningfully assessing reflection. Use of alternative methodologies in future research on reflection is recommended. (Author/MSE)

Descriptors: Children; College Faculty; College Instruction; College Students; Early Childhood Education; Evaluation Criteria; Evaluation Methods; Higher Education; Literacy; *Preservice Teacher Education; *Reflective Teaching; *Student Evaluation; *Student Teachers

EJ521944 PS524721

The Professional Development of Early Childhood Teachers.

Spodek, Bernard

Early Child Development and Care, v115 p115-24 Jan 1996

ISSN: 0300-4430

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Defines "professional development" for early childhood teacher education, and cites the nine principles of effective professional development created by the National Association for the Education of Young Children. Outlines the different stages of teacher development put forth by Fuller and Katz. Believes that interaction with persons at higher stages of professional development is necessary for maturation in teaching. (MOK)

Descriptors: Developmental Stages; *Early Childhood Education; Educational Theories; *Professional Development; *Teacher Education; Teaching (Occupation)

Identifiers: Fuller (Francis); Katz (Lilian G); National Association Educ of Young Children

EJ515477 TM519181

Child Development, Cultural Diversity, and the Professional Training of Early Childhood Educators.

Bernhard, Judith K.

Canadian Journal of Education, v20 n4 p415-36 Fall 1995

Special issue entitled "Cultural Psychology and Semiotics."

ISSN: 0380-2361

Available From: UMI

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

Theorizing on diversity in child development has shown three distinguishable phases, and there are signs that a fourth phase may be emerging, resting on the principle of

fundamental heterogeneity in human development. Issues related to classroom applications of such an approach, dealing with culture and content, are discussed. (SLD)

Descriptors: *Child Development; Cultural Differences; *Cultural Pluralism; *Early Childhood Education; Educational Theories; Ethnic Groups; Ethnicity; Professional Development; *Teacher Education; *Teaching Methods

EJ513986 PS524214

The Professional Development Challenge: Supporting Young Children and Families. National Institute for Early Childhood Professional Development.

Bowman, Barbara T.

Young Children, v51 n1 p30-34 Nov 1995

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150); JOURNAL ARTICLE (080)

Speech delivered at NAEYC's National Institute for Early Childhood Professional Development explores changing perspectives on social needs, and suggests building a sense of community and improving teacher education as ways to support children and families in need. (HTH)

Descriptors: *Change Strategies; Community Action; Early Childhood Education; Preschool Teachers; Professional Development; *Social Attitudes; Social Change; *Social Problems; Teacher Education

Identifiers: *Family Support; National Association Educ of Young Children

EJ513966 PS524189

Providing Quality Child Day Care in a Comprehensive Program for Disadvantaged Young Mothers and Their Children.

Fink, Barbara

Child Welfare, v74 n6 p1109-34 Nov-Dec 1995

Theme issue topic: Child Day Care.

ISSN: 0009-4021

Available From: UMI

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Examined the quality of child day care provided at 11 day care centers affiliated with New Chance, a nationwide program serving teenage mothers on welfare and their children. Comparisons with national standards and the quality of similar day care centers indicated that children in New Chance centers received good, but not exceedingly high, quality care. (MDM)

Descriptors: Class Size; *Day Care Centers; Demonstration Programs; Disadvantaged Youth; Early Childhood Education; Early Parenthood; *Educational Quality; Federal Programs; Mothers; *Program Evaluation; Standards; Teacher Education; Teacher Student Ratio

Identifiers: *New Chance

EJ510535 PS523882

Negotiating Family-Centered Early Education: A Multi-Dimensional Assessment of Interests and Needs.

Burton-Maxwell, Christine; Gullo, Dominic F.

Early Child Development and Care, v113 p45-58 Aug 1995

ISSN: 0300-4430

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Examined the priorities in early childhood education program development from the perspectives of school staff and families. The results revealed important differences between the staff and family perspectives and indicated a need for greater staff training in the processes of delivering relationship-based, consumer-driven family services, and in the utilization of family input to inform schools' instructional activities. (AA)

Descriptors: *Early Childhood Education; Educational Change; *Family Involvement; Family Role; *Family School Relationship; *Parent Teacher Cooperation; School Effectiveness; School Restructuring; Teacher Behavior; Teacher Education; Teacher Role

Identifiers: *Parent Teacher Relationship

EJ503724 PS523421

Basing Early Childhood Teacher Education on Adult Education Principles.

Wadlington, Elizabeth

Young Children, v50 n4 p76-80 May 1995

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); TEACHING GUIDE (052); JOURNAL ARTICLE (080)

Emphasizes the need to encourage early childhood teachers to be active problem solvers and lifelong learners in their work with children. Suggests applying adult education theory to early childhood teacher education, including the concepts of autonomy, rich experience, and practical application of knowledge. Highlights implications and suggests strategies based on traditional methods of teaching and congruent with adult education principles. (BAC)

Descriptors: *Adult Learning; Cognitive Style; Early Childhood Education; *Educational Principles; Higher Education; *Teacher Education; Teaching Methods

EJ503614 PS523281

An Innovative Approach to On-the-Job Training for Child Care Professionals—A Vision That Became Visible.

Houston, Helen

Australian Journal of Early Childhood, v19 n3 p34-38 Sep 1994

Theme Issue Topic: The Education and Development of Early Childhood Professionals.

ISSN: 0312-5033

Available From: UMI

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Outlines an innovative approach taken by a TAFE (technical and further education) institute in Tasmania to overcome problems associated with effective implementation of on-the-job training in field placements of early childhood students. The program involves a college-based child care training center, where students in an Associate's degree program spend half of their 20-week practicum. (HTH)

Descriptors: *Early Childhood Education; Experiential Learning; *Higher Education; *On the Job Training; Practicums; Program Descriptions; Staff Development; *Teacher Education

Identifiers: Australia (Tasmania); *Caregiver Training; TAFE (Australia)

EJ498058 PS522817

What Do Early Childhood Professionals Need to Know and Be Able to Do?

Bredekamp, Sue

Young Children, v50 n2 p67-69 Jan 1995

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); LEGAL MATERIAL (090); JOURNAL ARTICLE (080)

Describes the purpose and history of guidelines posed by the National Association for the Education of Young Children for teacher education in baccalaureate and advanced degree programs. Summarizes the result of the review processes, describing how the new curriculum guidelines differ from the earlier versions and how the guidelines can be used to shape programs and to influence policy. (AA)

Descriptors: *Early Childhood Education; Educational Policy; Elementary School Teachers; Teacher Background; *Teacher Certification; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications

Identifiers: *National Association Educ of Young Children

EJ493512 PS522456

Promoting Professional Competency.

NHSA Journal, v13 n2 p47-50 Fall 1994

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Describes how Drake University Head Start, the largest Head Start agency in Iowa, provides extensive support for staff and parents in developing high levels of professional competency. Education and employment opportunities are provided through a parent university, teacher associate/bus associate workshops, employment and tuition waivers, professional pay for professional positions, and an extensive Head Start training program. (TJQ)

Descriptors: Early Childhood Education; *Educational Opportunities; *Employment Opportunities; Paraprofessional School Personnel; Parent Participation; Parents; Preschool Teachers; *Professional Continuing Education; *Professional Development; Program Descriptions; *Staff Development; Teacher Education; Teacher Salaries

Identifiers: *Drake University IA; Parent Empowerment; Program Characteristics; *Project Head Start

EJ492844 EA529935

The Challenge of Training and Credentialing Early Childhood Educators.

Phillips, Carol Brunson

Phi Delta Kappan, v76 n3 p214-17 Nov 1994

ISSN: 0031-7217

Available From: UMI

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

The separate preparation traditions for elementary teachers and child care professionals have created two distinct realms fraught with problems, yet rich with resources. Preparation for early education teachers is characterized by multiple entry paths, training based on child development principles, cooperative and differentiated classroom leadership, a meaningful parent role, and responsiveness to cultural pluralism. Elementary teachers could benefit by cooperating with child care specialists. (12 references) (MLH)

Descriptors: *Cooperation; *Credentials; *Day Care; *Early Childhood Education; Primary Education; Professional Associations; *Standards; *Teacher Education; Young Children

EJ487927 EC609114

Using Distance Education to Prepare Early Intervention Personnel.

Ludlow, Barbara L.

Infants and Young Children, v7 n1 p51-59 Jul 1994

ISSN: 0896-3746

Available From: UMI

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

The Early Intervention Special Education Program at West Virginia University developed, implemented, and evaluated a distance education model using satellite broadcasts of coursework and supervised practicum experiences to train early interventionists. Program success suggests that emerging telecommunications technologies offer a feasible solution. (Author/JDD)

Descriptors: *Disabilities; *Distance Education; Early Childhood Education; *Early Intervention; Practicums; Program Development; Program Effectiveness; Special Education; State Universities; *Teacher Education; Teacher Education Programs; Telecommunications; *Telecourses

Identifiers: *West Virginia University

EJ484027 PS521953

You Start with Trust: An Interview with Marie M. Dugan. Montessori People.

Gillespie, Terri

Montessori Life, v6 n2 p18-21 Spr 1994

ISSN: 1054-0040

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Presents an interview with Marie M. Dugan, head of Wilmington (DE) Montessori School and a driving force in the American Montessori Society (AMS). Discusses her introduction to the Montessori philosophy and subsequent training and experience as a

Montessori teacher. Her work as school administrator and AMS leader is also covered. (TJQ)

Descriptors: *Administrators; Early Childhood Education; *Educational Administration; Educational Improvement; Elementary Education; Interviews; Leadership; *Montessori Method; Parent School Relationship; Teacher Education

Identifiers: American Montessori Society; Delaware (Wilmington); *Montessori Schools

EJ483958 PS521884

Early Childhood Education in Three Eastern European Countries.

Graves, Stephen B.; Gargiulo, Richard M.

Childhood Education, v70 n4 p205-09 Sum 1994

ISSN: 0009-4056

Available From: UMI

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Reports on two educators' visits to Poland, Russia, and the Czech Republic between 1991 and 1993 and their observations on the early childhood educational systems in these countries. Examines the role of children and families, preschool education, curriculum, special needs children, and the training of kindergarten teachers in these countries. (MDM)

Descriptors: Disabilities; *Early Childhood Education; Educational Change; Elementary Secondary Education; *Family Role; Foreign Countries; Kindergarten; Postsecondary Education; *Preschool Curriculum; *Special Needs Students; *Teacher Education

Identifiers: Czech Republic; *Europe (East); Poland; Russia

EJ483856 PS521646

"I Think Everybody Is Afraid of the Unknown": Early Childhood Teachers Prepare for Mainstreaming.

Volk, Dinah; Stahlman, Judy I.

Day Care & Early Education, v21 n3 p13-17 Spr 1994

ISSN: 0092-4199

Available From: UMI

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Presents a developmental perspective on the preparation of early childhood teachers to work in settings where children with handicaps are mainstreamed, focusing specifically on the affective development of teachers. Suggests methods for teacher educators, center directors, and teachers themselves to use in this process. (MDM)

Descriptors: Administrators; Attitude Change; *Day Care; *Disabilities; Early Childhood Education; *Mainstreaming; Preschool Teachers; *Teacher Attitudes; *Teacher Education; Teacher Educators; *Teacher Role

Identifiers: Full Inclusion; Individuals with Disabilities Education Act

EJ479995 PS521620

Future Pursuits: Building Early Care and Education Careers.

Morgan, Gwen; And Others
Young Children, v49 n3 p80-83 Mar 1994
ISSN: 0044-0728
Available From: UMI
Document Type: POSITION PAPER (120); RESEARCH REPORT (143); JOURNAL ARTICLE (080)
Summarizes the findings of "Making a Career of It: The State of the States Report on Career Development in Early Care and Education," which concludes that few states set adequate standards for early childhood practitioner training and that practitioners have few incentives to invest in training. Includes the report's recommendations for improving training standards and coordination. (MDM)
Descriptors: *Career Development; Certification; Compensation (Remuneration); *Day Care; *Early Childhood Education; Financial Support; National Surveys; Position Papers; *State Standards; *Teacher Education

EJ479992 PS521617
NAEYC Position Statement: A Conceptual Framework for Early Childhood Professional Development.
Young Children, v49 n3 p68-77 Mar 1994
ISSN: 0044-0728
Available From: UMI
Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)
Outlines a framework for effective professional development of early childhood educators that identifies key principles and premises that apply across the diverse roles and settings of early childhood professionals. Defines six specific levels of professional development, based on educational qualifications and outcomes, ranging from a certificate program through the doctoral degree. Also addresses compensation of early childhood professionals. (MDM)
Descriptors: *Compensation (Remuneration); Day Care; *Early Childhood Education; *Educational Attainment; Position Papers; Postsecondary Education; *Professional Development; Professional Recognition; Standards; *Teacher Education
Identifiers: CDA; Child Development Associate; *National Association Educ of Young Children

EJ473243 PS521083
A Scale of Student Teaching Concerns (SSTC).
Arroyo, Aline A.; Sugawara, Alan I.
Early Child Development and Care, v93 p41-56 1993
ISSN: 0300-4430
Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)
A total of 107 beginning and advanced student teachers were assessed using the Scale of Student Teaching Concerns (SSTC) questionnaire to test the validity of the instrument. The SSTC questionnaire measured student teacher concerns in four areas:

(1) survival concerns; (2) consolidation concerns; (3) renewal concerns; and (4) maturity concerns. Beginning students expressed more concerns than advanced students. (MDM)

Descriptors: Early Childhood Education; *Questionnaires; *Student Teacher Attitudes; Student Teacher Evaluation; *Student Teachers; *Teacher Education; *Test Validity

Identifiers: *Scale of Student Teacher Concerns; *Teacher Development

EJ473203 PS521020

"Not Wilting Flowers Again": Problem Finding and Problem Solving in Movement and Performance.

Dyer, Suzanne M.; Schiller, Wendy

Early Child Development and Care, v90 p47-54 1993

Special Issue: Issues in Expressive Arts Curriculum for Early Childhood—An Australian Perspective.

ISSN: 0300-4430

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Outlines a process-oriented approach to teaching movement and performance to young children. This approach applies a model, which stresses playing and problem solving and which focuses on the creative process rather than creation of a product, to the development of a method of teaching that encourages problem finding and problem solving. (MDM)

Descriptors: Art Education; Creativity; *Discovery Learning; Early Childhood Education; *Movement Education; Play; *Problem Solving; Student Teachers; Teacher Education; *Teaching Methods; *Theater Arts; *Young Children

EJ473190 PS521007

Professionalism and the Preparation of Early Childhood Education Practitioners.

Saracho, Olivia N.; Spodek, Bernard

Early Child Development and Care, v89 p1-17 1993

ISSN: 0300-4430

Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)

Defines and discusses professionalism, and discusses the certification, credentialing, and preparation of early childhood teachers in light of recent research on these topics and the educational reform movement. Argues that the integration of new knowledge emerging from studies of educational practice and child development can help raise levels of professionalism. (MDM)

Descriptors: *Credentials; *Early Childhood Education; *Educational Change; Educational Improvement; Elementary School Teachers; *Preschool Teachers; Professional Development; Professional Recognition; *Teacher Certification; *Teacher Education

Identifiers: *Professionalism

EJ472652 EC607090

Combining General and Special Early Childhood Education Standards in

Personnel Preparation Programs: Experiences from Two States.
Stayton, Vicki D.; Miller, Patricia S.
Topics in Early Childhood Special Education, v13 n3 p372-87 Fall 1993
ISSN: 0271-1214
Available From: UMI
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
This article describes the development and implementation of two interdisciplinary preservice programs (at Appalachian State University, North Carolina, and Western Kentucky University) that have combined standards from early childhood and early childhood special education. Both programs cover infants and children (birth to five). Benefits to such unified programs are identified. (Author/DB)
Descriptors: *Disabilities; Early Childhood Education; Higher Education; *Interdisciplinary Approach; *Preservice Teacher Education; Program Development; *Regular and Special Education Relationship; Special Education; Standards; State Programs; Teacher Education; Teacher Education Programs
Identifiers: *Appalachian State University NC; *Western Kentucky University

EJ471391 PS520965
Early Childhood Education for Children under 6 in Korea: History and Trends.
Lee, Kisook
Early Child Development and Care, v85 p5-16 1993
Special Issue: Perspectives on Korean Child Care, Development and Education.
Document Type: HISTORICAL MATERIAL (060); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Presents an overview of the history of early childhood education (ECE) in Korea from 1897 to the present. Discusses types of early childhood institutions, the rate of attendance in kindergartens and nursery schools, the organization and content of ECE, teacher education, and prospects for the future of ECE in Korea. (BC)
Descriptors: *Attendance; Day Care; *Early Childhood Education; Educational History; Employed Women; Foreign Countries; Kindergarten; Nursery Schools; Preschool Children; Preschool Teachers; *Teacher Education
Identifiers: *Korea

EJ471305 PS520644
Montessori Professional Development: More Depth and More Breadth.
Kahn, David
Montessori Life, v5 n2 p38-39 Spr 1993
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Discusses changes in the professional development opportunities available to Montessori practitioners. Contains brief descriptions of inservice programs of the North American Montessori Teachers' Association and the Montessori Teacher Education Collaborative, including a teacher induction program, the Montessori Academy, a program for developing school culture, and the Humanities and Education Institute. (SM)

Descriptors: *Change Strategies; Conferences; *Continuing Education; Early Childhood Education; *Inservice Teacher Education; *Montessori Method; Professional Development; Program Descriptions; *Teacher Education; *Teacher Improvement

Selected ERIC Bibliography on Developmentally Appropriate Practices

ERIC Documents

ED394668 PS024065
Transition Project: Early Childhood Classrooms.
Leibowitz, Sue L.; Chates, Alan I.
Apr 1995
29p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
EDRS Price - MF01/PC02 Plus Postage.
Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S.; Massachusetts
In 1991, the Worcester (Massachusetts) Public Schools received a grant to provide services to maintain the early benefits attained by Head Start children. One part of the program is advancement of a developmentally appropriate curriculum. A study was undertaken to examine the effects of investing substantial resources in classrooms in four schools in economically impoverished areas. A "tailor-made" developmentally appropriate curriculum was developed, field-tested, and approved in 1993 for the demonstration classrooms. A 2-year comparison of the demonstration and observation (or control) classrooms was then undertaken to assess the differences in creating developmentally appropriate classrooms. A classroom observation instrument that examines developmental practice was used for observation, and data were analyzed resulting in five scales plus a composite scale. Analysis of data showed that, especially for the first year and to a lesser degree the second year, the demonstration classrooms, which received considerable resources, were further advanced in providing a developmentally appropriate environment for children than the comparison classrooms, which did not receive resources. Overall, the study suggests that focused intervention of resources encourages a more developmentally appropriate classroom environment. Contains 11 references. (TM)
Descriptors: Classroom Environment; Community Programs; *Curriculum Development; *Curriculum Evaluation; Day Care Centers; Family Programs; *Low Income Groups; Preschool Children; *Preschool Education; Program Effectiveness; Program Evaluation; Resource Allocation
Identifiers: *Developmentally Appropriate Programs; *Project Head Start; Worcester Public Schools MA

ED391605 PS024019
Developing Minds: Critical Thinking in K-3.
Nicoll, Barbara
13 Jan 1996
11p.; Paper presented at the California Kindergarten Conference (San Francisco, CA, January 13, 1996).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

In order to promote critical thinking in young children, particularly children ages 5-8, teachers need to understand skills and dispositions of critical thinkers. This paper discusses these skills, dispositions, and the appropriate classroom climate, within the context of pedagogy, along with learning activities for kindergarten and primary classrooms. Piaget's concept of autonomy is asserted as an important aspect of critical thinking, and the development of thinking skills is compared to the development of language in children. Developmentally appropriate practices are useful for incorporating thinking skills and dispositions into the curriculum. A list of skills and sub-skills necessary for adult critical thinking is given, along with a discussion of appropriateness for emphasis with young children, including the following: (1) interpretation; (2) analysis; (3) evaluation; (4) inference; (5) explanation; and (6) self-regulation. To emphasize these skills appropriately, teachers of young children should emphasize and model the following dispositions: (1) curiosity; (2) open-mindedness; (3) fair-mindedness; (4) flexibility; (5) organization; (6) understanding of other points of view; and (7) emotional maturity. Teaching techniques best suited for promoting critical thinking are also discussed, including: (1) developing questions; (2) teaching problem solving; (3) teaching conflict resolution; (4) using cooperative groups; and (5) developing a dramatic play corner. Contains nine references and a six-item list of additional helpful materials. (BGC)

Descriptors: Child Development; Class Activities; Classroom Techniques; Conflict Resolution; *Critical Thinking; Curriculum Development; Developmental Stages; Developmental Tasks; Dramatic Play; Educational Sociology; Emotional Development; Language Acquisition; Literacy; Modeling (Psychology); Piagetian Theory; Primary Education; Problem Solving; *Skill Development; *Teacher Student Relationship; *Thinking Skills; Young Children

Identifiers: *Developmentally Appropriate Programs; Developmental Theory

ED391601 PS023928

Developmentally Appropriate Evaluation: Convincing Students and Teachers of the Importance of Observation as Appropriate Evaluation of Children.

Martin, Sue

Apr 1996

9p.; Paper presented at the Association for Childhood Education International Conference (Minneapolis, MN, April 10-13, 1996).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: Canada; Ontario

Developmentally appropriate evaluation (DAE) and developmentally appropriate practice (DAP) are clearly allied. The concept of DAP has expanded to include cultural, economic, ethnic, religious, and familial appropriateness. These same concepts are equally applicable to appropriate evaluation. Factors to consider for appropriate evaluation include: (1) the importance of naturalistic observation; (2) evaluation effectiveness; (3) the context of the child, including the child's social

environment; (4) biological maturation; (5) measuring quality of care; (6) parents as partners, including improving parent-teacher communication; and (7) professional observation. Key components of DAE include: (1) objective recording of the child's behavior; (2) selection of appropriate methodologies for recording; (3) recognition of biases; (4) emphasis on process of individual development; (5) basing of evaluations on objective data; (6) validation of inferences drawn from observations; and (7) careful use of theoretic models. (Contains 13 references.) (BGC)

Descriptors: Child Development; Child Rearing; *Classroom Observation Techniques; Curriculum Evaluation; Data Analysis; Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Parent School Relationship; Parent Teacher Cooperation; Physical Development; Portfolio Assessment; Skill Development; Standards; *Student Evaluation; Young Children

Identifiers: *Developmentally Appropriate Programs; National Association Educ of Young Children; Naturalistic Evaluation; Professionalism; Vygotsky (Lev S)

ED390569 PS023881

Phenomena of Early Childhood Preservice Teachers' Sense Making of Developmentally and Culturally Appropriate Practice (DCAP).

Hyun, Eunsook

May 1995

27p.; Paper presented at the Meeting of the New England Educational Research Organization (Portsmouth, NH, May 1995).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Pennsylvania

Using a qualitative, phenomenological approach with the researcher as participant observer and interviewer, this study sought to understand how preservice early childhood teachers construct meaning for Developmentally and Culturally Appropriate Practice (DCAP). Subjects were preservice teachers enrolled in an undergraduate course on the clinical applications of early childhood education at Pennsylvania State University. Data were collected through a variety of methods such as: (1) classroom activities designed to tap into subjects' self-awareness; (2) observations of student discussions; (3) audiotapes of course discussions; (4) students' mid-term and final self-evaluations; (5) lesson plans created by students; and (6) student journal entries. Data analysis is still in progress, but preliminary findings include the following: (1) autobiographical self-assessment helped students develop their perspective-taking abilities; (2) this self-assessment also helped students realize how limited a teacher's cultural paradigms might be; (3) this realization suggested that teacher preparation programs can provide multicultural learning experiences; and (4) preservice teachers' understandings of developmentally and culturally appropriate practice are based on the previous early childhood education courses they have taken. (Contains 44 references.) (JW)

Descriptors: *College Students; Cultural Awareness; *Culturally Relevant Education; Cultural Pluralism; *Early Childhood Education; Multicultural Education; *Preservice

Teacher Education; Student Teachers; *Teacher Education Curriculum; Teacher Education Programs

Identifiers: *Developmentally Appropriate Programs; Preservice Teachers

ED390540 PS023786

Developmentally Appropriate Practice and Implications for Knowledge Construction.

Davis, Lola S.

[1993]

46p.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Oklahoma

This interpretative study explored the view of how children construct knowledge as proposed by the National Association for the Education of Young Children (NAEYC) in its position paper "Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8, Expanded Edition" (DAP-DOC) (Bredekamp, 1987) to the views held by early childhood teachers who claimed to implement developmentally appropriate practices (DAP). The methodology used was a naturalistic inquiry into the view of knowledge construction reflected in the NAEYC document and an interpretive, ethnographic study of the practices of the five early childhood teachers. Methods include: (1) a content analysis of the DAP-DOC utilizing Kohlberg and Mayer's assumptions of three views of knowledge construction as framework; (2) on-site observations; (3) formal and informal interviews with five early childhood teachers; and (4) a comparison of the views of DAP to DAP-DOC. Viewed as a group, the participating teachers held many similar ideas concerning DAP. However, in practice, the educators' interpretation of ideas resulted in distinct variances of particular activities. Three of the five educators limited the amount of child-initiated activities to the extent that DAP activities became closed, teacher-directed activities. Based on the study it was recommended that: (1) school districts support teachers attempting DAP; (2) teachers attend inservice meetings on integrated learning and the importance of play in the DAP classroom; (3) the influence of teacher experience on behavior be explored; and (4) the profession continue to re-examine DAP and not be complacent with DAP-DOC. (BGC)

Descriptors: *Cognitive Development; Curriculum Development; Early Childhood Education; Ethnography; Interviews; Learning; Observation; *Preschool Education; Public Schools; School Restructuring; Young Children

Identifiers: *Developmentally Appropriate Programs; *National Association Educ of Young Children

ED390527 PS023405

Parental Resistance to Developmentally Appropriate Practice in Thailand.

Dunn, Loraine; Dasananda, Salinda

1995

17p.

EDRS Price - MF01/PC01 Plus Postage.
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Oklahoma

Thai parental attitudes about educational practice were explored in this study. Particularly, the situations between Thailand and the United States are compared. Similar to the struggles over developmentally appropriate practice in the United States, many parents in Thailand have resisted implementation of the guidelines articulated by the Thai government. The results of a survey showed that the location of the schools was the most important factor in Thai parents' enrollment decisions, similar to their United States counterparts. Thai parents placed a high value on the teaching of academic skills, but they ranked the provision of care the lowest. Associations between parental attitudes and expectations were examined. Thai parents who considered the quality of curriculum as important were unlikely to have high expectations for child care. Parental characteristics and education emerged as a mediating factor. More highly educated parents were more likely to value developmentally appropriate practices and to feel that kindergarten programs should promote children's development than less well-educated parents. This study suggests that parents need to be educated about the benefit of developmentally appropriate practice. (WP)

Descriptors: Cross Cultural Studies; Decision Making; Early Childhood Education; Elementary School Curriculum; Foreign Countries; Kindergarten; *Parent Aspiration; *Parent Attitudes; *Parent Background; Parent Education; *Parent School Relationship
Identifiers: *Developmentally Appropriate Programs; *Thailand

ED388403 PS023677
Developmentally Appropriate Outdoor Play Environments for Infants and Toddlers. Working Papers in Early Childhood Development, Number 15.
Jolley, Jimi
Bernard Van Leer Foundation, The Hague (Netherlands). Aug 1995
15p.; Photographs may not reproduce well.
ISBN: 90-6195-037-6
ISSN: 1383-7907
EDRS Price - MF01/PC01 Plus Postage.
Document Type: POSITION PAPER (120)
Geographic Source: Netherlands

In preschools caring for infants and toddlers, outdoor play space is often limited and underdeveloped. When outdoor play space is developed, it is usually geared towards older toddlers, and infants' time in this space is often limited. Measures can be taken to give both infants and toddlers access, in safe and appropriate ways, to the valuable experience of outdoor play. Some of these measures include: (1) creating a space in which infants are out of the way of more mobile children; (2) having this space be enclosed by a plexiglass wall and three "activity panels" with varying textures; and (3) catering to children's different developmental levels by using landscaping and physical structures to ensure that children stay in their appropriate spaces. The use of plants, in particular an herb garden, can provide color and aromas that both toddlers and infants

can experience. Playing in a safe, active environment can facilitate gains in self-confidence, competence, and self-esteem. (JW)

Descriptors: *Day Care; *Educational Facilities; *Educational Facilities Planning; Foreign Countries; Infant Care; Infants; *Outdoor Education; *Play; Playgrounds; Preschool Children; Preschool Education; School Space; Toddlers; Young Children

ED388394 PS023657

Multiple Perspectives on Starting Right.

Katz, Lilian G.

26 Sep 1995; 45p.

Paper presented at the Start Right Conference of the Royal Society for the Arts, Manufactures, and Commerce (London, England, United Kingdom, September 1995).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

This paper addresses multiple perspectives on the quality of early childhood care and education, including lessons learned from programs in various countries, the implications of these perspectives, and recommendations for the improvement of early childhood provision. It also examines the ideas expressed in the 1994 "Start Right" report on early childhood provision issued by the Royal Society for the Arts, Manufactures, and Commerce in London, England. The paper reviews five perspectives on quality: (1) top-down, which focuses on caregiver-child ratios, staff qualifications, and physical environment; (2) bottom-up, which considers the views of the children in the program; (3) inside, or staff views; (4) outside-in, which focuses on parent attitudes; and (5) outside, or the community and society at-large. The paper recommends the strengthening of early childhood teacher education programs, the use of mixed-age grouping in early childhood programs, and the use of parent cooperative models of early childhood provision, by which all parents would have direct involvement in their young children's care and education. (Contains 33 references.) (MDM)

Descriptors: *Day Care; *Early Childhood Education; *Educational Attitudes; Educational Improvement; Educational Policy; *Educational Quality; Educational Research; *Global Approach; Mixed Age Grouping; Parent Role; Parent School Relationship; Program Evaluation; Student Attitudes; Teacher Education

ED388388 PS023647

Early Childhood Education: The Way Forward.

Gammage, Philip, Ed.; Meighan, Janet, Ed.

1995; 138p.

ISBN: 1-871526-21-3

Available From: Education Now Books, 113 Arundel Drive, Bramcote Hills, Nottingham NG9 3FQ, England, United Kingdom.

EDRS Price - MF01/PC06 Plus Postage.

Document Type: BOOK (010); POSITION PAPER (120)

Geographic Source: United Kingdom; England

Drawing on experiences in North America, the United Kingdom, and other countries, this book examines the debate over the overall vision for early childhood education. The nature and quality of the United Kingdom's and other countries' culture are questioned in respect to the future it provides for children. The question of who is able to provide a consistent, caring environment for children in light of societal changes is raised. Noting that early childhood issues are currently being placed high on the political agendas of many countries, this book examines methods for improving the situation for today's and future children. The argument is not concerning whether there should be more high-quality and well-funded facilities for young child care, but rather what is the best way to implement facilities and to train staff. The book includes the following chapters: (1) "Expanding Combined Nursery Provision: Bridging the Gap between Care and Education" (Iram Siraj-Blatchford); (2) "Developing Appropriate Home-School Partnerships" (Jennifer Little and Janet Meighan); (3) "Stories from the Classroom: What Works? Developmentally Appropriate Practice" (Jennifer Little); (4) "Questions of Quality" (Tony Bertram and Christine Pascal); (5) "Integration: Children of All Abilities Working Together in an Inclusive Classroom" (Shannon Lee Fletcher); (6) "Initial Teacher Education" (Philip Gammage); and (7) "The Continuing Professional Development of Early Childhood Educators: Planning Contexts and Development Principles" (Christopher Day). Each chapter contains references. (BGC)

Descriptors: Child Rearing; Day Care; *Early Childhood Education; Educational Facilities; Educational Quality; *Family School Relationship; Foreign Countries; Inclusive Schools; Parent Participation; Parent School Relationship; Partnerships in Education; Professional Development; Teacher Education; Teaching Methods; Young Children

Identifiers: Developmentally Appropriate Programs; *United Kingdom

ED387254 PS023613

Documenting Developmentally Appropriate Practice in Early Childhood Classrooms.

Gottlieb, Margo; Rasher, Sue Pinzur

Illinois Resource Center, Des Plaines; OER Associates, Wilmette, IL.

21 Apr 1995; 25p.

Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Illinois

Thirty-two programs across the country were selected to participate in the National Head Start/Public School Early Childhood Transition Project. The project's mission was to replicate the Head Start delivery model within the public school in order to facilitate a smooth transition for children and families. Project effectiveness was examined on the four dimensions of education, family involvement, social service, and wellness. Evaluation was conducted on the four levels of child, family, school, and community. Data were gathered using quantitative and qualitative methods. The

Assessment Profile for Early Childhood Programs—Research Version and A Developmentally Appropriate Template (ADAPT) were used. Results suggested that: (1) target classrooms are exhibiting developmentally appropriate practices; (2) support for developmentally appropriate practice includes having the appropriate materials available, engaging students in a variety of tasks and projects, and eliciting children's input on the instructional cycle; (3) target classrooms had warm, purposeful learning environments; and (4) traditional rows of desks inhibited student interaction. Contains 14 references and 4 appendices of evaluation materials. (JW)

Descriptors: *Child Development Centers; Early Childhood Education; Elementary School Students; Intervention; Kindergarten; Parent School Relationship; Preschool Children; Program Evaluation; *Transitional Programs

Identifiers: Assessment Profile Research Version; *Developmentally Appropriate Programs; *Project Head Start

ED385379 PS023491

Effects of Inservice Training on the Developmental Appropriateness in Early Childhood Education Programs.

Shuster, Claudia

20 Apr 1995; 22p.

Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1995).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Connecticut

This study assessed the role of inservice programs in bringing more developmentally appropriate practices to the early childhood classroom. Training was intended to accentuate the teachers' role in effecting educational change. Through classroom observations and teacher feedback, the researcher and participating teachers developed a 3-year inservice education plan. The plan included summer institutes on organizing learning environments for children, monthly on-site coaching and meetings with teachers, and workshops. The purpose of these activities was to help teachers actively develop new strategies for working with children and to provide a forum for addressing teacher concerns. Through these experiences, teachers were able to initiate several changes in their classrooms: (1) reorganization of classrooms to support active learning; (2) decrease in the teacher-child ratio; (3) elimination of the Metropolitan Achievement test in kindergarten; and (4) development of a new kindergarten curriculum, a new parent handbook, and a new report card. Teachers gained an appreciation of their ability to implement change in their classrooms, developed a new awareness of themselves as learning facilitators, and reported that their students were happier and more active learners. Results indicate that long-term inservice training, based on a process model of teacher change, can positively alter structural, administrative, and teacher aspects of the educational process. (JW)

Descriptors: Change Strategies; Classroom Environment; Curriculum Development; Early Childhood Education; *Educational Improvement; *Inservice Teacher Education;

Kindergarten Children; Participative Decision Making; *Program Effectiveness; Teacher Student Ratio

Identifiers: *Developmentally Appropriate Programs; Metropolitan Achievement Tests

ED384443 PS023475

Scaffolding Children's Learning: Vygotsky and Early Childhood Education. NAEYC Research into Practice Series. Volume 7.

Berk, Laura E.; Winsler, Adam

National Association for the Education of Young Children, Washington, D.C.

1995; 195p.

ISBN: 0-935989-68-4

Available From: National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426 (NAEYC catalog #146).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

This book is an effort to introduce early childhood educators to Vygotsky's perspective, research on young children that has been stimulated by this perspective, and current educational practices emanating from it. The discussion is divided into seven chapters. Chapter 1 provides an overview of Vygotsky's life, the social conditions in which his ideas emerged, and factors influencing the spread of his work. Chapter 2 offers a detailed description of Vygotsky's perspective on development, including the notions of cognition as socially constructed and shared, and language as the critical link between the social and the psychological planes of human functioning. Chapter 3 focuses on Vygotsky's view of the development and significance of children's imaginative or make-believe play. Chapter 4 summarizes Vygotsky's perspective on children with serious learning and behavior problems. Chapter 5 compares Vygotsky's approach to other major theories of child development in this century, clarifying its profound implications for early childhood education. Chapter 6 addresses contemporary applications of Vygotsky's theory to teaching and learning in early childhood classrooms. Finally, chapter 7 considers Vygotsky's theory as a vision for early childhood education—one that resolves the debate over academic versus child-centered programs by advocating responsiveness to children's current capacities in ways that move development forward. Key themes of the Vygotskian approach to early childhood education are summarized. The book includes a glossary of the terms used, three resources on Vygotsky's life and contributions, seven resources on language and thought, and 13 resources on play. Contains approximately 420 references. (AA)

Descriptors: *Child Development; Class Activities; *Classroom Techniques; Cognitive Development; Cognitive Processes; Early Childhood Education; Experiential Learning; Fantasy; Imagination; Individual Development; Interpersonal Communication; Learning Activities; Learning Problems; *Learning Theories; *Nontraditional Education; *Pretend Play; Social Development; Teaching Methods

Identifiers: Developmentally Appropriate Programs; *Scaffolding; *Vygotsky (Lev S); Zone of Proximal Development

ED382369 PS023249

Determining Continuity in the Primary Grades with Regard to Developmentally Appropriate Teaching Practices.

Holmes, Julia; Morrison, Norma

[1994]; 12p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Tennessee

This study used the National Association for the Education of Young Children's (NAEYC) "Developmentally Appropriate Practices" (1987) guidelines to determine continuity across the primary grades with regard to developmentally appropriate practices (DAPs). It also sought to determine if there was a significant relationship among administrators, teachers, and parents with regard to their respective perceptions of the implementation of DAPs and their preferences for DAPs. A group of early childhood primary school administrators, early childhood primary teachers, and parents were surveyed. The study found that kindergarten teachers were implementing DAPs to a higher degree than other early childhood primary grade teachers. It found a moderate relationship among administrators, teachers, and parents with regard to their respective perceptions of the implementation of DAPs. Regarding preferred practices, there was a moderate relationship between administrators and teachers and a substantial relationship between administrators and parents and teachers and parents. The study also identified a gap between actual practice and preferred practice among teachers and administrators. Contains seven references. (MDM)

Descriptors: *Administrators; *Developmental Continuity; *Educational Attitudes; *Elementary School Teachers; *Parents; Primary Education; Teacher Attitudes; *Teaching Methods; Theory Practice Relationship

Identifiers: *Developmentally Appropriate Programs

ED381490 SP035826

Shared Visions for Educational Advancement: The UT-ADAPT ACADEMY for Early Childhood Teacher Preparation.

Cooke, Gary E.; And Others

14 Feb 1995; 31p.

Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Ohio

The UT-ADAPT (University of Toledo-Associates for Developmentally Appropriate Practices in Teaching) Academy for Early Childhood Education and Teacher Preparation in Ohio consists of teachers, university faculty, agency service providers, health care professionals, administrators, parents, and community leaders who share goals for early childhood education. The primary objective of the Academy is the development, implementation, and maintenance of an exemplary preparation program for adults choosing careers in early childhood education. The Academy also supports

professional development and collaborative activities of its members. Academy members are involved in recruitment and selection of candidates for teacher education, the curriculum of the preparation program, and field and clinical experiences. The Academy's approach is based on principles of Developmentally Appropriate Practices for young children. Advantages of the Academy approach include affirmation and support among collaborating professionals, best practice experience, and professional growth and development. This paper presents principles governing the establishment of the Academy, resources, grants awarded, evaluation of progress, conference presentations, and problems and obstacles. Appendixes include an organization chart, a proposed Ohio teacher licensure chart, goals for the redesign of the teacher preparation program, a composite membership profile, a professional needs survey, a professional development activities survey, and sample focus group discussion questions. (JDD)

Descriptors: Cooperative Programs; *Curriculum Development; *Early Childhood Education; Field Experience Programs; Higher Education; Inservice Teacher Education; Models; *Preservice Teacher Education; Professional Development; Student Teaching; *Teacher Education Programs

Identifiers: *Developmentally Appropriate Programs; *University of Toledo OH

ED380242 PS023167

Young Children: Active Learners in a Technological Age.

Wright, June L., Ed.; Shade, Daniel D., Ed.

National Association for the Education of Young Children, Washington, D.C.

1994; 403p.

ISBN: 0-935989-63-3

Available From: National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426 (NAEYC 341).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: BOOK (010); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; District of Columbia

Target Audience: Teachers; Parents; Practitioners

This book addresses the issues of appropriate use of computers with young children and how children and early childhood educators interact with the computer in early childhood settings. Part 1, "Young Children as Active Learners," contains chapter 1: "Listen to the Children: Observing Young Children's Discoveries with the Microcomputer" (June L. Wright); chapter 2: "Thoughts on Technology and Early Childhood Education" (Barbara T. Bowman and Elizabeth R. Beyer); and chapter 3: "The Uniqueness of the Computer as a Learning Tool: Insights from Research and Practice" (Douglas H. Clements). Part 2, "The Role of Technology in the Early Childhood Curriculum," includes chapter 4: "Learning and Teaching with Technology" (Sue Bredekamp and Teresa Rosegrant); chapter 5: "Software Evaluation for Young Children" (Susan W. Haugland and Daniel D. Shade); chapter 6: "The Potential of the Microcomputer in the Early Childhood Classroom" (Jane Davidson and June L. Wright); chapter 7: "Staff Development Practices for Integrating Technology in Early Childhood Education Programs" (Charles Hohmann); chapter 8: "Computer Applications in Early Childhood Special Education" (Michael M. Behrmann and

Elizabeth A. Lahm); and chapter 9: "Family Involvement: Family Choices at Home and School" (Patricia A. Ainsa and others). Part 3, "The Challenge for Early Childhood Educators" includes chapter 10: "Moving Early Childhood Education into the 21st Century" (Gwendolyn G. Morgan and Daniel D. Shade); chapter 11: "Replicating Inequities: Are We Doing It Again?" (Suzanne Thouvenelle and others); and chapter 12: "Interactive Technology and the Young Child: A Look to the Future" (Cynthia Char and George E. Forman). The following articles are appended: (1) "Using Computers to Support Thematic Units" (Jane Davidson); (2) "Early Childhood Education and Computer Networking: Making Connections" (Bonnie Blagojevic); and (3) "Helpful Hints on Acquiring Hardware" (Daniel D. Shade). A glossary and a list of software for young children is also provided. All chapters contain references, and 55 additional resources are provided. (BAC)

Descriptors: Active Learning; *Appropriate Technology; *Computer Assisted Instruction; Computer Software Selection; *Computer Uses in Education; Early Childhood Education; *Educational Technology; *Instructional Materials; Telecommunications; *Young Children

Identifiers: Computer Integrated Instruction; *Developmentally Appropriate Programs

ED380232 PS023117

Talks with Teachers of Young Children: A Collection.

Katz, Lilian G.

1995; 288p.

ISBN: 1-56750-177-X

Available From: Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (cloth: ISBN-1-56750-176-1, $45; paper: ISBN-1-56750-177-X, $24.50).

Document Not Available from EDRS.

Document Type: POSITION PAPER (120); COLLECTION (020); BOOK (010)

Geographic Source: U.S.; Illinois

Expanding on previous collections, this book compiles 16 essays on pedagogical and child development issues stimulated by interaction with teachers, child caregivers, and early childhood teacher educators during the preceding 20 years. The essays were written in response and reaction to particular educational events or contexts that were especially provocative; these circumstances are described in introductions to each of the essays. The essays are divided into two parts: those in the first part address the developmental aspects of young children and their disposition for learning; those in the second section cover specific issues of teaching young children and of early childhood education as a professional field. The 16 essays are: (1) "What is Basic for Young Children?"; (2) "Distinctions between Self-Esteem and Narcissism: Implications for Practice"; (3) "Dispositions: Definitions and Implications for Early Childhood Practice"; (4) "Assessing the Development of Preschoolers"; (5) "Condition with Caution"; (6) "Education or Excitement?"; (7) "Pedagogical Issues in Early Childhood Education"; (8) "Five Perspectives on the Quality of Early Childhood Programs"; (9) "Teachers in Preschools: Problems and Prospects"; (10) "Mothering and Teaching: Some Significant Distinctions"; (11) "The Professional Preschool Teacher"; (12) "The Developmental Stages of Teachers"; (13) "Early Childhood Programs and Ideological

Disputes"; (14) "The Nature of Professions: Where is Early Childhood Education?"; (15) "Ethical Issues in Working with Young Children"; and (16) "Helping Others with Their Teaching." Contains an author and a subject index. (HTH)

Descriptors: Behavior Modification; Child Behavior; Child Caregivers; *Child Development; Childhood Needs; Child Rearing; Classroom Environment; Developmental Stages; *Early Childhood Education; Personality; Preschool Teachers; Self Esteem; Student Evaluation; *Teaching (Occupation); Teaching Methods; Theory Practice Relationship

Identifiers: Developmental Assessment; Developmentally Appropriate Programs; Katz (Lilian G); Quality Indicators

Journal Articles

EJ528182 PS525279

The Butterfly Garden: Developmentally Appropriate Practice Defined.

Crosser, Sandra

Early Childhood News, v8 n4 p20-24 Jul-Aug 1996

ISSN: 1080-3564

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Presents an overview of developmentally appropriate practices for preschool classrooms. Discusses the role of the teacher, and emphasizes the use of age-appropriate schedules, space, group and individual activities, music and movement, as well as interest-based curricula. (MOK)

Descriptors: Classroom Environment; *Cognitive Development; Learning Activities; Learning Processes; Music Activities; Play; *Preschool Children; *Preschool Education; *Student Centered Curriculum; Student Needs; Teacher Role; Teaching Methods

Identifiers: *Developmentally Appropriate Programs; University of Wisconsin Stout

EJ526455 PS525221

After Reggio Emilia: May the Conversation Begin.

Kennedy, David Knowles

Young Children, v51 n5 p24-27 Jul 1996

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Discusses the importance of the Reggio Emilia approach in relation to cultural and professional attitudes. Claims that the preschools of Reggio Emilia have evolved to their current preeminence because those involved in Italy have set themselves the task of overcoming the impediments to dialog. Encourages the development of communities of inquiry in early childhood settings. (MOK)

Descriptors: *Cultural Influences; *Early Childhood Education; Educational Theories; Parent Role; Professional Development; Self Evaluation (Groups); Teacher

Attitudes; Teacher Role

Identifiers: *Developmentally Appropriate Programs; *Reggio Emilia Approach

EJ524977 PS525149

Cross-national Perspectives on Developmentally Appropriate Practices for Early Childhood Programs.

Hoot, James L.; And Others

Journal of Research in Childhood Education, v10 n2 p160-69 Spr-Sum 1996

ISSN: 0256-8543

Available From: UMI

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

Surveyed preschool administrators, teachers, and parents from four countries about what constitutes developmentally appropriate preschool practice. Found that respondents from Finland scored high on all survey items. Administrators and teachers from the United States scored higher than U.S. parents, who preferred a more formal, academic approach. Respondents from China and Ecuador scored high on some items and low on others. (HTH)

Descriptors: Administrator Attitudes; *Cross Cultural Studies; Cultural Influences; *Educational Attitudes; Foreign Countries; Parent Attitudes; Preschool Curriculum; *Preschool Education; Teacher Attitudes

Identifiers: China; *Developmentally Appropriate Programs; Ecuador; Finland; United States

EJ524381 EA532052

Serving Young Children: Strategies for Success.

Lopez, M. Elena; Schultz, Tom

Principal, v75 n5 p21-24 May 1996

ISSN: 0271-6062

Available From: UMI

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

Studies of seven school-sponsored programs conducted by the Harvard Family Research Project and the National Association of State Boards of Education found various innovative approaches to early childhood education. This article describes four major success strategies: organizing an early childhood unit; creating child-centered classrooms; promoting partnerships with parents; and pursuing community connections. (MLH)

Descriptors: *Change Strategies; *Community Involvement; *Cooperative Programs; Early Childhood Education; *Parent Participation; *Program Implementation; State Action; *Success

Identifiers: *Developmentally Appropriate Programs

EJ520374 PS524502

Emerging Morality: How Children Think About Right and Wrong.

Crosser, Sandra

Early Childhood News, v8 n1 p11-14,16 Jan-Feb 1996

ISSN: 1080-3564

Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)

Discusses why the early childhood education curriculum should provide opportunities for children to deal with moral issues and think about right and wrong in developmentally appropriate ways. Suggests ways in which teachers can assist children in this development and activities that promote growing experiences. (ET)

Descriptors: Cognitive Development; Early Childhood Education; Individual Development; *Moral Development; Social Cognition; *Values; *Values Education; Young Children

Identifiers: *Developmentally Appropriate Programs; *Moral Behavior

EJ519679 EA531411

Inquiry-Oriented Reflective Supervision for Developmentally and Culturally Appropriate Practice.

Hyun, Eunsook; Marshall, J. Dan

Journal of Curriculum and Supervision, v11 n2 p127-44 Win 1996

ISSN: 0882-1232

Available From: UMI

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

Explores the integration of developmentally and culturally appropriate practice (DCAP) within early childhood teachers' initial preparation and suggests DCAP's place in veteran practitioners' professional development. Presents a cycle of inquiry-oriented reflective supervision for DCAP that includes self-examination, reflective discussion, exploratory observation, lesson planning, and clinical supervision. (40 references) (MLH)

Descriptors: *Cultural Awareness; Early Childhood Education; Guidelines; *Multicultural Education; *Play; *Professional Development; *Supervision

Identifiers: *Developmentally Appropriate Programs; *Reflective Practice

EJ518664 PS524590

Suggestions for Enhancing the Social Behaviors of Preschoolers with Disabilities Using Developmentally Appropriate Practices.

Conroy, Maureen A.; And Others

Dimensions of Early Childhood, v24 n1 p9-15 Win 1996

ISSN: 1068-6177

Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)

Discusses the importance of social skills in young children, and the need for "naturalistic" procedures rather than teacher direction to intervene in social development of children with disabilities. Presents strategies for supporting social behaviors in preschoolers that foster social skills development in areas including large- and small-group activities, sociodramatic play, and instructional materials and toys. (HTH)

Descriptors: *Classroom Environment; *Classroom Techniques; *Disabilities; Dramatic Play; Interpersonal Relationship; Peer Relationship; Preschool Children; Preschool Education; Pretend Play; *Social Development

Identifiers: *Developmentally Appropriate Programs; *Special Needs Children

EJ518589 PS524357
Environmental Education. Environmentally Appropriate Practices.
Wilson, Ruth A.
Early Childhood Education Journal, v23 n2 p107-10 Win 1995
ISSN: 1082-3301
Available From: UMI
Document Type: NON-CLASSROOM MATERIAL (055); JOURNAL ARTICLE (080)

Argues that goals of early education programs should be environmentally, as well as developmentally, appropriate. Lists guidelines for helping children develop a lifelong attitude of environmental awareness and care. (ET)

Descriptors: Classroom Techniques; Early Childhood Education; *Environmental Education; Physical Environment; Recycling; Young Children

Identifiers: *Developmentally Appropriate Programs; Environmental Attitudes; *Environmental Awareness; Life Position

EJ518564 PS524249
Vertical Integration: Teachers' Knowledge and Teachers' Voice.
Corrie, L.
Australian Journal of Early Childhood, v20 n3 p1-5 Sep 1995
ISSN: 0312-5033
Available From: UMI
Document Type: POSITION PAPER (120); REVIEW LITERATURE (070); JOURNAL ARTICLE (080)

Traces the theoretical basis for vertical integration in early school years. Contrasts transmission-based pedagogy with a higher level of teacher control, and acquirer-based pedagogy with a higher level of student control. Suggests that early childhood pedagogy will be maintained when teachers are able to articulate their pedagogical knowledge and act as advocates for their profession. (AA)

Descriptors: Classroom Techniques; *Curriculum Development; Educational Improvement; Educational Innovation; Educational Philosophy; Educational Quality; Foreign Countries; *Goal Orientation; Holistic Approach; Mixed Age Grouping; Nongraded Instructional Grouping; Primary Education; *Teacher Attitudes; Teacher Education; *Teacher Role; *Teaching Methods

Identifiers: Australia; *Developmentally Appropriate Programs

EJ515235 PS524285
Developmentally Appropriate Practice and Early Childhood Special Education.
Copland, Ian
Australian Journal of Early Childhood, v20 n4 p1-4 Dec 1995
Theme issue topic: "Children with Additional Needs."
ISSN: 0312-5033
Available From: UMI

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Examines issues related to current practice in early childhood special education in light of developmentally appropriate practice (DAP). Focuses on the appropriateness of DAP principles to the education of young children with disabilities, specifically the importance placed on play in mainstream early education and whether this can be transferred successfully to special education programs. (HTH)

Descriptors: *Disabilities; Early Childhood Education; Inclusive Schools; Mainstreaming; Play; Preschool Children; *Special Education; Student Needs; Young Children

Identifiers: *Developmentally Appropriate Programs; *Special Needs Children

EJ513981 PS524209

NAEYC Position Statement on Quality, Compensation, and Affordability—Revised 1995.

Young Children, v51 n1 p39-41 Nov 1995

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Presents a revised version of a 1987 statement, which emphasized that the provision of high-quality early childhood programs depends upon three basic needs being met: high-quality programming for children, equitable compensation for staff, and affordable services for families or other consumers. (HTH)

Descriptors: *Compensation (Remuneration); Day Care; *Early Childhood Education; *Educational Quality; Position Papers; Preschool Education

Identifiers: *Affordability; Child Care Costs; *Developmentally Appropriate Programs; National Association Educ of Young Children

EJ512831 SP524519

Difficulties in Developing Quality Early Childhood Programs within the Realities of Today's Elementary Schools.

Wortham, Sue C.

Contemporary Education, v66 n3 p174-76 Spr 1995

Theme issue title: "Early Childhood Education."

ISSN: 0010-7476

Available From: UMI

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Early childhood educators in public school settings are influenced by trends and practices in the field of early childhood and elementary education. The paper examines those trends, conflicts between current trends and realities, and the dilemma of early childhood educators in developing high-quality programs in elementary schools. (SM)

Descriptors: Child Development; Early Childhood Education; Educational Quality; *Educational Trends; Elementary Education; Elementary School Students; Program Development; *Testing Problems

Identifiers: Developmentally Appropriate Programs

EJ512829 SP524517

The Need for Alternative Techniques for Assessing Young Children's Emerging Literacy Skills.

Ratcliff, Nancy

Contemporary Education, v66 n3 p169-71 Spr 1995

Theme issue title: "Early Childhood Education."

ISSN: 0010-7476

Available From: UMI

Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

The use of standardized tests to evaluate young children has been widely criticized. Alternative methods for assessing the emerging literacy development of young children through functional meaningful activities is needed. Assessment must accommodate the developmental needs of each child. Guidelines for the appropriate use of standardized tests are provided. (SM)

Descriptors: Child Development; Early Childhood Education; Elementary Education; *Evaluation Methods; *Literacy; Reading Skills; *Standardized Tests; *Student Evaluation; Writing Skills; *Young Children

Identifiers: Developmentally Appropriate Programs; *Test Appropriateness

EJ512826 SP524514

International Perspectives on Developmentally Appropriate Practices.

Parmar, Rene S.; Hoot, James L.

Contemporary Education, v66 n3 p150-53 Spr 1995

Theme issue title: "Early Childhood Education."

ISSN: 0010-7476

Available From: UMI

Document Type: RESEARCH REPORT (143); JOURNAL ARTICLE (080)

To examine beliefs and practices regarding developmentally appropriate practices in early education, administrators, teachers, and parents from four countries completed surveys based on National Association for the Education of Young Children standards. Results illustrate the countries' different views and highlight the need for more parent involvement in education. (SM)

Descriptors: Administrator Attitudes; Attitude Measures; *Child Development; Comparative Education; Early Childhood Education; Foreign Countries; Parent Attitudes; Teacher Attitudes; *Young Children

Identifiers: China; *Developmentally Appropriate Programs; Ecuador; Finland; United States

EJ511831 EC612294

Developmentally Appropriate Practice, Policies, and Use for Young Children with Disabilities and Their Families.

Odom, Samuel L.

Journal of Early Intervention, v18 n4 p346-48 Fall 1994

For related articles, see EC 612 291-EC 612 293.

ISSN: 1053-8151

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

This response to an article comparing guidelines for developmentally appropriate practice from the fields of early childhood education and early intervention/special education stresses the importance of recognizing the uniqueness of both disciplines and of getting recommended practices into actual practice. (DB)

Descriptors: Child Development; *Disabilities; *Early Childhood Education; *Early Intervention; Educational Policy; *Educational Practices; Guidelines; *Special Education; Standards; Theory Practice Relationship

Identifiers: *Developmentally Appropriate Programs

EJ511830 EC612293

The Applicability of Developmentally Appropriate Practice for Children with Diverse Abilities.

Johnson, James E.; Johnson, Karen McChesney

Journal of Early Intervention, v18 n4 p343-46 Fall 1994

For related articles, see EC 612 291-EC 612 294.

ISSN: 1053-8151

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

This response to a previous article comparing guidelines for developmentally appropriate practice in the fields of early childhood education and early intervention/special education stresses the importance of individualizing application of principles and the need to look beyond effectiveness and efficiency as dimensions for evaluating practice. (DB)

Descriptors: Child Development; *Disabilities; *Early Childhood Education; *Early Intervention; *Educational Practices; Evaluation Criteria; Evaluation Methods; Guidelines; Individualized Instruction; Program Evaluation; *Special Education; Standards

Identifiers: *Developmentally Appropriate Programs

EJ511829 EC612292

Developmentally Appropriate Practices: Shifting the Emphasis to Individual Appropriateness.

Carta, Judith J.

Journal of Early Intervention, v18 n4 p342-43 Fall 1994

For related articles, see EC 612 291-EC 612 294.

ISSN: 1053-8151

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

This brief article responds to a previous article on guidelines developed by professional associations for developmentally appropriate early childhood special education practices. The importance of individualization in the application of practices is emphasized, and sample criteria are offered for evaluating the practices. (DB)

Descriptors: Child Development; *Disabilities; *Early Childhood Education; Early Intervention; *Educational Practices; Evaluation Methods; Guidelines; Individual Differences; Individualized Programs; *Special Education; Standards

Identifiers: *Developmentally Appropriate Programs

EJ511828 EC612291

Developmentally Appropriate Practices and Young Children with Disabilities: Contextual Issues in the Discussion.

Wolery, Mark; Bredekamp, Sue

Journal of Early Intervention, v18 n4 p331-41 Fall 1994

For related articles, see EC 612 292-EC 612 294.

ISSN: 1053-8151

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

This article examines contextual issues relevant to the application of developmentally appropriate practices to young children with special needs. Appropriate practices recognized by the National Association for the Education of Young Children are compared with those published by the Division for Early Childhood of the Council for Exceptional Children. An evaluation framework is proposed. (DB)

Descriptors: Child Development; *Disabilities; *Early Childhood Education; *Early Intervention; *Educational Practices; Evaluation Methods; Guidelines; Professional Associations; *Special Education; *Standards

Identifiers: Council for Exceptional Children; *Developmentally Appropriate Programs; National Association Educ of Young Children

EJ511793 EC612256

PROJECT TOGETHER: Family Child Care Providers' Commitment to Continuing Education and Inclusion.

Giovinazzo, Christina; Cook, David

Infants and Young Children, v8 n2 p26-36 Oct 1995

ISSN: 0896-3746

Available From: UMI

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

This article describes a comprehensive, credentialed training program for family child-care providers that is family-centered, community-based, and focuses on developmentally appropriate practices for all children, including those with disabilities. The development of and rationale for this program are discussed, and a description of field test activities and outcomes is provided. (Author/DB)

Descriptors: *Child Caregivers; *Continuing Education; *Day Care; *Disabilities; Infants; *Inservice Education; Paraprofessional Personnel; Program Development; Social Integration; Training Methods; Young Children

Identifiers: *Family Day Care Providers

EJ507149 PS523585

Misbehavior or Mistaken Behavior?

Gartrell, Dan

Young Children, v50 n5 p27-34 Jul 1995

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141);

JOURNAL ARTICLE (080)

Discusses the advantages of using developmentally appropriate guidance as a method of classroom management. Contrasts this method with traditional classroom discipline and clarifies the distinction between misbehavior and mistaken behavior. Analyzes the three levels of mistaken behavior and suggests that adults who approach children as individuals who make mistakes can assist them with healthy personal and social development. (AA)

Descriptors: Behavior Modification; *Behavior Problems; Child Behavior; *Classroom Techniques; Conflict Resolution; *Discipline; Discipline Problems; Early Childhood Education; *Prosocial Behavior; Punishment; *Teacher Guidance; *Teacher Student Relationship; Young Children

Identifiers: *Developmentally Appropriate Programs

EJ507147 PS523583

Learning through "Play" As Well As "Work" in the Primary Grades.

Perlmutter, Jane C.; Burell, Louise

Young Children, v50 n5 p14-21 Jul 1995

ISSN: 0044-0728

Available From: UMI

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Examines the role of children's play as part of developmentally appropriate practices for young children. Suggests that schoolchildren's play is creative and more complex than that of younger children. As work and play intertwine throughout the layers of the classroom, the combination helps them learn to manage time responsibly. (AA)

Descriptors: Child Development; *Classroom Environment; *Classroom Techniques; *Experiential Learning; Learning Strategies; *Play; Primary Education; Young Children

Identifiers: *Developmentally Appropriate Programs; *Play Learning

EJ507146 PS523582

Bringing the DAP Message to Kindergarten and Primary Teachers.

Gronlund, Gaye

Young Children, v50 n5 p4-13 Jul 1995

ISSN: 0044-0728

Available From: UMI

Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Introduces Developmentally Appropriate Practice (DAP) and explains how those practices are effective with five- through eight-year olds. Key elements discussed are: children learn by doing through active engagement, the idea of play with intent and purpose, and moving from the simple to the complex in planning for learning in active and engaging ways. (AA)

Descriptors: Child Development; *Classroom Environment; *Classroom Techniques; Creative Teaching; Early Childhood Education; *Experiential Learning; Learning Strategies; Play; Young Children

Identifiers: *Developmentally Appropriate Programs; National Association Educ of Young Children

EJ503737 PS523434
Push, Pull, Toss, Tilt, Swing: Physics for Young Children.
Marxen, Carol E.
Childhood Education, v71 n4 p212-16 Sum 1995
ISSN: 0009-4056
Available From: UMI
Document Type: POSITION PAPER (120); TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Illustrates developmentally appropriate physics activities for young children. Addresses ways that teachers can use the environment to teach physics and answers the questions: What is the value of physics for young children? What are criteria for developmentally appropriate physics activities? How does one integrate physics into a project or unit topic? and What is the teacher's role? (BAC)
Descriptors: Active Learning; Classroom Techniques; Curriculum Development; Early Childhood Education; *Learning Activities; *Physics; *Science Instruction; *Science Teachers; Teacher Role
Identifiers: Developmentally Appropriate Programs

EJ500108 RC510572
Early Childhood Years: The Social and Cognitive Realms.
DeFord, LouAnn; And Others
Hands On, n49 p3-12 Fall 1994
Theme issue title: Developmentally Speaking. . . .
ISSN: 1033-7814
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Six brief articles by elementary school teachers in Foxfire's East Tennessee Teachers' Network focus on applying Foxfire core practices in a developmentally appropriate manner in grades K-3, and describe kindergarten journals, student decision making, and projects involving local history and garbage recycling. (SV)
Descriptors: *Educational Practices; *Elementary School Students; *Experiential Learning; Personal Narratives; *Primary Education; Student Development; Student Journals; Student Projects; Teaching Experience
Identifiers: *Developmentally Appropriate Programs; *Foxfire

EJ498050 PS522809
Goodbye Dittos: A Journey from Skill-Based Teaching to Developmentally Appropriate Language Education in a Bilingual Kindergarten.
Kuball, Yazmin Elizabeth
Young Children, v50 n2 p6-14 Jan 1995
ISSN: 0044-0728
Available From: UMI
Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)

Describes the experiences of a bilingual kindergarten teacher implementing a whole-language approach. Emphasizes the importance of integrating writing into every activity. Proposes eight developmental writing stages, suggesting that those stages could help teachers and parents to set their expectations to meet children's level of development. Recommends ways to implement and assess developmentally appropriate writing. (AA)

Descriptors: Bilingual Schools; Language Enrichment; *Literacy Education; Outcomes of Education; Primary Education; Reading Instruction; Student Centered Curriculum; *Whole Language Approach; *Writing Evaluation; *Writing Instruction

Identifiers: Childrens Writing; Developmentally Appropriate Programs; *Writing Development

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ERIC/EECE
University of Illinois, Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
Telephone: 1-217-333-1386
Fax: 1-217-333-3767
Email: ericeece@uiuc.edu
WWW: http://ericps.crc.uiuc.edu/ericeece.html